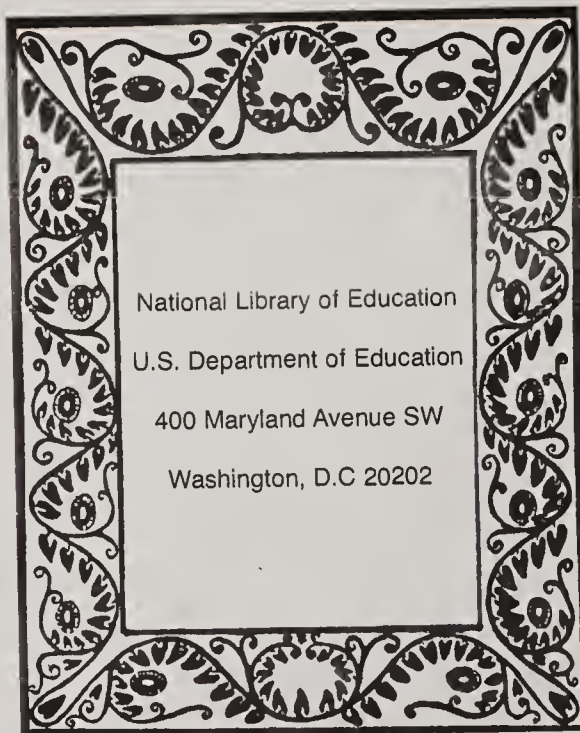


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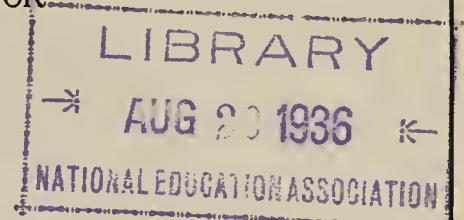
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Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

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SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U.S. Department of the Interior, Washington, D.C.

PEACE THROUGH EDUCATION

DOWN through the centuries men have longed for freedom and yearned for peace; they have dreamed of democracy and prayed for good will among men. Down through the same wearisome cycles of time they have tried endless successions of superficial expedients in fruitless efforts to satisfy the aspirations of aching hearts. And now after all of these years of crushing defeats and of building houses upon sand, they turn with confident hope to education, broadly conceived, and ask that through it they shall learn to live happily and to walk the paths of peace. Yes, they turn to you and to me and ask us to lead them out of the wilderness and up to the land of sunshine and joy. I wonder if we know how. I am certain that we are ready to try. . . . I know it may be said that it is a far cry from the seemingly trivial tasks of each day's teaching to these great challenges of such colossal proportions. I know full well too that it is not easy to connect directly with these broad and abiding purposes of education the work of each class each day. But that is not the test. The test is to be found in a consciousness of growth in our ability to interpret these basic human needs and thereby to secure out of the work of the days and weeks and years as they pass and through the vehicles of subject matter, student activities and methods, those attitudes, ideals, and habits of human sympathy, kindliness, and fair play which we do recognize as essentials to democratic living and brotherly love.

J. W. STUDEBAKER

Commissioner of Education





For September • 1934



The above photograph of Harrisburg, Pa., junior high school pupils was furnished by the Pennsylvania State Department of Public Instruction for use in *SCHOOL LIFE* and for the new Office of Education exhibit at the Century of Progress. See story on page 21.

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The cover sketch of President Roosevelt for this issue of *SCHOOL LIFE* was made by Homer Ohnimus, 20-year-old vocational rehabilitation student of Denver, Colo.

Since Last We Met

Drought comes on the heels of depression to plague education. Whether drought will also wither schools is not yet clear. We have heard of counties, however, in which "not \$1 of taxes will be raised."



Reliable facts on conditions confronting schools—county, city, and college—are now being sought by the Federal Office of Education. Analysis of the returned questionnaires will provide the first Nation-wide check up from these three sources in about 2 years.



Federal aid for education is this year's high-school debate subject. Send students looking for factual information to *SCHOOL LIFE*. This issue reviews Federal expenditures for education during 1933-34 and lists references for debaters. See last year's file and forthcoming issues also.



If you like *Schools Report*, this galaxy of bright ideas prepared by W. S. Deffenbaugh, chief of our American School Systems Division, will swim before your eager eyes monthly.



The Superintendent of Documents says that 34,000 more copies of *SCHOOL LIFE* were sold last year than ever before. Satisfied readers are invited to recommend *SCHOOL LIFE* to associates.



How would you like to be invited to make a tour of Europe, all expenses paid? That's what happened to Dr. Mary Dabney Davis, our specialist in nursery-kindergarten-primary education. So efficiently did she direct the work of organizing 2,500 emergency nursery schools that a foundation asked her to find out what Europe was doing. Russia, she found, in the forefront. They have copied and improved upon American equipment. Ivan of Moscow enjoys a jungle gym just as much as Johnny of Des Moines.



This is the 300th anniversary of secondary education in the United States. *SCHOOL LIFE* will carry many helps for those schools planning celebrations.



Ladies and gentlemen: The school world is large; *SCHOOL LIFE* is small, brevity our watchword. More information on any *SCHOOL LIFE* item or article can be obtained by writing to the author or editor.

Art Exhibits for Schools

UNCLE Sam "went in" for art in an endeavor to put thousands of artists to work—a national recovery program measure. The result of the Federal Government's cultural gesture has been the production of thousands of works of art which the general public of the United States may soon view in exhibits being arranged by the Public Works of Art headquarters in Washington, D.C.

Interest in Public Works of Art exhibits dates back to April 24 of this year, when works done by unemployed artists in every State were displayed in the Corcoran Art Gallery in Washington. Requests for similar showings in other parts of the country have been so numerous that arrangements are being made for a national circuit of the best work in this exhibition. The exhibition will travel in several vans, under the supervision of a leader who will interpret the art work to the public. It will probably require an entire year to cover the United States with such an art tour.

Numerous requests for P. W. of A. paintings and drawings have reached the Federal Office of Education and Public Works of Art headquarters from art museums and schools. Smaller art exhibits for small art museums, rural districts, and the schools are in preparation and will be circuited through the courtesy of the American Federation of Arts, Barr Building, Washington, D.C. These exhibits range in content to cover every phase of the Public Works of Art project, which included mural decoration, easel pictures in oil and water color, prints, etchings, lithographs, wood blocks, sculpture, wrought iron, textiles, and ceramics.

At least six different types of exhibits covering this work are to be had through the American Federation of Arts. The largest of these groups is made up of 30 original oils and 30 original water colors giving a complete pictorial record of the project sponsored by the Government. Subjects include industrial and farm scenes, landscapes, figure paintings, and still life. Artists of these works for the most part are young men and women who have not attained national recognition, although names of many prominent painters were included on the lists of artists employed.

★ EDWARD B. ROWAN, *Assistant Technical Director, Public Works of Art Project, Describes Exhibits and Tells Where They Are Available*

A second exhibit circuited by the federation includes a group of 20 water colors in both transparent and opaque media showing the range of expression and variations of handling used by artists in depicting their own individual environments.

Under the Public Works of Art project about 30 artists were sent to C.C.C. camps to produce a pictorial record of life and activities in the camps. Special arrangements are being made to send about 100 artists to these camps to continue this work of recording men working on dams, building bridges, washing dishes, cutting down trees, digging ditches, peeling potatoes, making beds, and staging amusing dramatics. Some

artists already have turned out memorable portraits not only of the leaders of these camps but of men in the rank and file. The value of such a record for future generations is inestimable. An exhibit of 25 objects covering this phase of the Government's art project is also available from the American Federation of Arts in Washington, D.C.

Fifty original prints including all of the print processes, assembled for their aesthetic content and produced by such artists as John Costigan, Don Freeman, Mabel Dwight, Agnes Tait, Paul Stoddard Russell Limbach, F. Townsend Morgan, Harry Leroy Taskey, and others are

[Continued on page 9]



COURTESY PUBLIC WORKS OF ART

"Three Churches" by Nancy Maybin Ferguson, a Public Works of Art Painting.

For Federal Aid Debaters

THE main subject for debate in high schools and junior colleges throughout the United States this year is: "Resolved that the Federal Government should adopt the policy of equalizing educational opportunity throughout the Nation by means of annual grants to the several States for public elementary and secondary education".

Debate coaches and debaters should find the following guide to published information on Federal aid to education very useful:

Ackley, C. E. What is the constitutional status of Federal grants to States? Nation's schools, 12:17-18, December 1933.

From cases cited, thinks the continuance of Federal grants in education within the several States "a matter for the determination of Congress—not the courts."

Addis, Wellford. Federal and State aid to higher education. In United States Commissioner of Education. Report 1896-97. p. 1137-1164. Washington, United States Government Printing Office, 1898.

Shows the beginnings of Federal and State aid, useful as a background in the study.

Amidon, Beulah. Schools in the red. Survey graphic, 23: 266-70, 295-96, June 1934.

A review of the evidence in favor of Federal emergency aid to education. Cites data supporting the fact that no thorough-going effort has been made "to set school finances in order, or to appraise the value to the child or the community of what the schools offer."

Barnard, Eunice F. Our schools face a day of reckoning. New York Times magazine, p. 3, 20, April 15, 1934.

Advocates a national program for education, whereby "a certain part of our tax dollar [be] apportioned equally among the youngsters of these United States," rather than an emergency relief fund for schools.

Barrows, Alice. [Statement concerning the section of Senate bill 3348 relating to school buildings.] In Hearings before a subcommittee on education and labor, United States Senate, Seventy-third Congress, second session... A bill to provide for additional appropriations for public works, to amend the National Industrial Recovery Act, and for other purposes. April 24 to May 30, 1934. p. 119-123. Washington,

★ MARTHA R. McCABE of the Office of Education Library Prepares Bibliography on Federal Aid to Education; Continued in October School Life

United States Government Printing Office, 1934.

Presents the needs for school buildings, and explains how, if the bill were passed, the school buildings, plans, and surveys would be made.

Bestor, Arthur E. The "A B C" of Federal emergency education. Journal of adult education, 6:150-54, April 1934.

An endeavor to make clear the whole situation of the Federal emergency relief program by retracing the various steps of the Nation-wide program of educational work with relief funds.

Blackmar, Frank W. The history of Federal and State aid to higher education in the United States. Washington, United States Government Printing Office, 1890. 343 p. (U.S. Bureau of Education. Circular of information, 1890, no. 1.)

A valuable study useful as a background in a study of Federal aid to education in colleges and universities.

Chamberlain, Joseph P. The constitutionality of Federal aid grants. State government, 4:5-7, October 1931.

Affirmative material.

Collins, Ross A. Shall our public schools be maintained? Congressional record, 77:6403-6, June 26, 1933.

Affirmative material.

Emergency Federal aid for education imperative; education the foundation of enduring recovery. Washington, D.C., National Education Association, 1934. 8 p. map.

Same in the Journal of the National Education Association, 23: 45-52, February 1934. A brief but emphatic statement of facts.

Federal aid: Six proposed steps. School Life, 19: 109, 128, February 1934.

National and civic groups unite on a plan which requests emergency help for education. The six steps in this proposed program are given in detail.

Federal relations to education; digests of meetings of the national advisory committee on education. Educational record, 11: 60-100, April 1930.

General treatment of the subject.

Fletcher, Brooks. Education for a changing world. Congressional Record, 78: 13023-25, June 27, 1934.

"Extension of remarks of Hon. Brooks Fletcher of Ohio, in the House of Representatives, Monday, June 18 (legislative day of Friday, June 15), 1934." This speech by a member of the congressional Committee on Education shows some of the Government's interest in education, its responsibility to education insofar as Federal legislation is concerned; and its duty in formulating a "practical businesslike policy of Federal cooperation with the States for the purpose of meeting such serious emergencies as this one . . ."

Frank, Glenn. The sword over education. Journal of the National Education Association, 22: 107-10, April 1933.

A few pertinent suggestions and figures as to what causes the present situation, and what will help solve the problems.

The Government takes steps to aid schools; the George-Ellzey bill. Journal of the National Education Association, 23: 93, March 1934.

This is a bill to provide for the cooperation by the Federal Government with the several States and Territories and the District of Columbia in meeting the crisis in public education.

Jenkins, Thomas A. The Federal Government must aid the schools in their present emergency. Congressional Record, 78: 13071-72, June 27, 1934.

Address by Hon. Thomas A. Jenkins of Ohio, before the Ohio State Teachers Association at Cedar Point, June 25, 1934. In favor of Federal aid: "If it appears to be the best and wisest course when Congress convenes again, such legislation should be attempted."

Johnsen, Julia E. Federal aid to education. New York, H. W. Wilson Co., 1933. 213 p. (Reference shelf, vol. 9, no. 3.)

Material for debaters; both sides of subject presented, with references for further reading for the negative and affirmative sides.

Johnson, George. Federal aid to education in the emergency. Catholic educational review, 32: 65-82, February 1934.

A story of the effort to secure Federal aid for education by "the embattled pedagogues"; points out fear of Federal control by some; the Catholic reaction to the question.

[To be continued in October SCHOOL LIFE]

Guidance Faces The New Deal

WHAT are the implications of the current economic, political, and social reconstruction for the performance of vocational guidance? Guidance is a function which was first recognized as a social responsibility only a quarter century ago, but which has rapidly gained widespread acceptance as an office of education. It has grown to meet a social need. If we are in the midst of fundamental social changes, what is their meaning for the exercise of the guidance function?

There seems to be at least two basal implications. In the first place, we appear to be making progress toward the creation of conditions in which guidance can really work. The present extension of social control points toward the development of the kind of society which is consistent with the fundamental assumption upon which guidance rests. To grasp this assumption we have only to look at the elements of the guidance process. These are, briefly: (1) The individual's study of the varied forms of service which society requires; (2) his study of his own abilities, limitations, interests; (3) his exercise of a rational choice of occupation on the basis of (1) and (2). The school facilitates and promotes this process, but it does not impose a choice upon the student, as such dictation would violate democratic ideals as we have interpreted them.

Reward vs. reason

Now, the essential premise of this procedure is that every occupation is endowed with such rewards as to possess an appeal to sufficient numbers of people to carry it on, and that all occupations offer the rich cultural existence which is demanded by democratic ideals. That we have not been justified in assuming such a condition in American life is patent to any open-minded observer. The enormous variation in occupational rewards is fully apparent to high-school boys and girls. Hence, every canvass of their vocational intentions reveals their avoidance of those occupations which are characterized by inadequate remuneration, social stigma, dull routine, and other features which degrade the person. They

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★ PERCIVAL W. HUTSON¹ *Points Out Two Vital Changes Which Confront Vocational Counseling as a Result of Social Reconstruction*

aspire to those walks in life which promise creature-comforts, social distinction, self-realization, and similar elements which exalt the person. Thus, reasoned choice is in considerable measure defeated, and the eventual occupational placement of the boys and girls is largely determined by their pressing need for employment to provide the means of existence and by the demand and supply of workers in various occupational fields.

To reduce the extraordinary inequality which exists between socially serviceable occupations is evidently one of the purposes of the present reconstruction. The establishment of minimum wages, the abolition of child labor, and the promotion of collective bargaining are activities which signify an intention to raise the humbler occupations out of the depths of degradation into which they have fallen. While these radical changes are being wrought under authority conferred by the National Recovery Act, there is a widespread feeling that they should not be regarded just as emergency measures but as first steps in the building of a new social order. Similarly, the varied procedures being employed by the administrators of the Agricultural Adjustment Act are indicative of a sincere desire to raise farming occupations from the deplorable status to which they have descended.

Narrower limits

At the other end of the occupational scale social pressures are being brought into play to restrict rewards. The Federal Securities Act is designed to bring under governmental supervision and restraint the scandalously lucrative occupation of security flotation. The licensing provision and the price-fixing power accorded the Nation's Chief Executive under the National Recovery Act are expressive of the popular feeling that all types of entrepreneurs should operate within narrower limits than heretofore. The investiga-

tions of the incomes of movie stars and the remunerations of corporation executives and directors are being popularly applauded, as was also the successfully applied pressure on the salaries of railroad presidents.

How far this present movement may go we cannot say; but it is proceeding in a direction which should be satisfying to guidance workers. If a due measure of self-realization can attach to all socially serviceable occupations, if those who discharge the humbler economic functions can enjoy genuine participation in the social and material culture of their time, the choice of vocation may be made on a rational basis.

The second implication of the current reconstruction is the probable alteration of an important point of view in the exercise of vocational guidance. That point of view is the conviction that guidance must not be compulsory, prescriptive, dictatorial, but strictly informative, advisory, monitory. Such a limitation on guidance has seemed to be an essential correlate of our democracy. It has been a matter of great pride with us that in our society every member has the right to aspire as high as he will; no one dares to close any door of opportunity to him. Authorities in vocational guidance have repeatedly stated this principle, warning guidance practitioners against any activity that might savor of an imposed choice. Consequently vocational counselors have exercised relatively little influence in the distribution of young people among the occupations. The right of the individual to make his own choice in a society offering such a divergence of rewards is met with a widespread determination to enter those careers most favored, regardless of qualifications. Actually, this conception of the individual's freedom is largely illusory in character, the heritage of social conditions which no longer exist.

[Continued on page 21]

Emergency Education Program

WHAT of the Emergency Education program this year?

The Federal Government's endeavor "to extend educational frontiers into new territory", which last year served nearly 1,500,000 pupils and relieved unemployment by placing nearly 50,000 persons on teacher pay rolls, will be continued this school year.

Administration of the program will, as heretofore, be under the general direction of the State Relief Administrations and chief State school officers.

The educational projects for which Federal relief funds will be allowed this year are as follows:

1. Literacy classes—to teach adults unable to read and write English.

2. Vocational training—for unemployed adults in need of vocational training or adjustment to make them employable in trade and industrial education, home economics education, agricultural education, commercial education, and for vocational adjustment and counseling for unemployed adults.

3. Vocational rehabilitation—for unemployed adults who are physically handicapped and need additional training in work opportunities.

4. General adult education—for unemployed and other adults who are in need of further general educational opportunities to fit them to take their part as self-respecting citizens in such fields as workers' education, parent education, avocational training, hobbies and handicraft classes, general academic education, general informal education, and cultural education.

5. Nursery schools—to develop the physical and mental well-being of pre-school children in needy unemployed or neglected or underprivileged homes.

Administrator Harry L. Hopkins points out that it is not permissible to use relief funds to place unemployed teachers in the regular public schools as "helping teachers" to relieve so-called "overcrowded conditions" or to teach home-bound, mentally deficient or retarded children music, recreation, or other activities in the regular public school grades.

State emergency relief administrations have been authorized to continue to make relief funds available for part-time employment of college students this school year. State departments of education

★ SUMMER Activity, New Authorizations, and Plans for the Future Briefly Outlined; Five-Point Program to be Followed This Year

shall determine which institutions of higher learning are eligible for such aid in case of dispute by the F.E.R.A. Education Division. The article in this issue on "Workships" describes the expanded college student-aid program more fully. Dr. L. R. Alderman, director of the F.E.R.A. Educational Division, stresses strongly that this relief is for students. Every effort is being made, through this student-aid project, to reach not only recent high-school and college graduates and students not now in school or employed, but those who left classes during the past several years having been unable to continue financing their own schooling, or unsuccessful in finding employment. The cooperation of the United States Employment Service is being offered in advising those eligible to return to college and get part-time employment, to do so, thus decreasing the number on unemployment lists.

Up to this time no authorizations have been forthcoming relative to using Fed-

eral relief funds for paying salaries of teachers in rural schools. Last year more than 400,000 rural school children were taught in 19 States by teachers paid by Uncle Sam.

During the past summer 13 colleges and universities served as F.E.R.A. Supervising Training Centers for all of the 48 States and the District of Columbia. Short intensive courses of instruction for persons who will supervise the Emergency Education program in the States this school year were given at Harvard, New York University, University of Pennsylvania, University of Virginia, University of North Carolina, Peabody College for Teachers, Ohio State University, University of Chicago, University of Minnesota, University of Texas, University of Denver, University of Oregon, and University of California.

SCHOOL LIFE will continue to report in future issues about the Emergency Education program, its progress, and any new authorizations.



Lewis R. Alderman (left), Director, and Cyril F. Klinefelter, Assistant Director of the Emergency Education Program.

Federal Aid

TO WHAT extent does the National Government aid education? It is probable that every department of the National Government aids education either directly or indirectly in some way.

How much money from the National Treasury goes to educational activities? This question, however, cannot be answered so definitely. Certain appropriations are authorized by Congress for specific educational work while others are for services essentially educational, but not parts of any regular school programs. In addition, the Federal Government carries on many educational activities within various departments and bureaus the expense of which cannot easily be segregated as such. For example, certain work of the Children's Bureau and services performed by Army officers and by experts in the Department of Agriculture, the Bureau of Standards, and the National Academy of Sciences are educational. It is not possible, therefore, to make a complete statement of the Federal Government's educational activities or concerning the expenditures for same.

Owing to the difficulties encountered, it has been found necessary to limit this report to a summarization of Federal funds allotted to the States and Territories, or to be used within them, for, rather definite educational purposes.

Federal funds for education for 1933-34 fiscal year ended June 30, 1934, may be classified under two headings: First, ordinary appropriations, such as the continuing authorization for land-grant college funds, and those authorized for the year only, as that for the Federal Office of Education. Second, funds which were allotted to educational purposes during the year as a part of the Federal emergency program. Regular or ordinary appropriations are shown in Table I.

This list is more or less arbitrary. Activities of the Federal Government such as those rendered by the Naval Academy at Annapolis, by the Military School at West Point, by the Smithsonian Institution in the District of Columbia, and many other agencies are omitted from the tabulation. Four States receive aid regularly from the National Govern-

★ **TIMON COVERT**, *Specialist in School Finance*,
Reports How Much Government Spent to Aid Education
During 1933-34

Table I.—Amount of Federal funds authorized as usual for educational purposes, 1933-34

Land-grant colleges (total).....		\$8,205,822
(a) For instruction in agriculture, mechanic arts, etc.....	\$2,550,000	
(b) For agricultural extension service ¹	5,655,822	
Office of Education (total).....		310,500
(a) Salaries and general expenses.....	270,500	
(b) Printing.....	40,000	
Vocational education (total).....		² 7,458,000
(a) For training of teachers.....	910,000	
(b) For agricultural education.....	3,157,500	
(c) For trade and industrial education ³	2,510,000	
(d) For home economics education.....	637,500	
(e) For administration, research, and service by the Federal Office.....	243,000	
Vocational rehabilitation.....		⁴ 969,000
Bureau of Indian Affairs (total).....		⁵ 9,386,230
(a) For support and education of Indian pupils at 26 nonreservation schools.....	3,755,000	
(b) For subsistence of pupils retained in Government boarding schools during summer.....	90,000	
(c) For the support of Indian schools not otherwise provided for, including pupil transportation, tuition to public schools, and expense of pupils placed with families for educational purposes.....	4,941,230	
(d) For education of natives in Alaska.....	⁶ 600,000	
Federal oil and mineral royalties.....		⁶ 1,250,000
National forests funds.....		⁷ 940,000
Public-land sale grants.....		⁸ 8,000
Howard University (for colored).....		⁹ 1,092,500
Columbia Institution for the Deaf (District of Columbia).....		122,200
For necessary school buildings and facilities on the Boulder Canyon Federal reservation.....		18,000
Public schools of the District of Columbia.....		¹⁰ 2,495,438
Total.....		32,255,690

¹ Includes administration, research, and service by the U.S. Department of Agriculture in connection with the grant.

² Actual allotment which is less than authorized due to the economy program.

³ Not more than 20 percent of this appropriation may be expended for home-economics education.

⁴ The Independent Offices Appropriation Act, 1934, authorized \$969,000 for vocational rehabilitation and provided that the minimum allotment to any State for the fiscal year should be \$8,840.

⁵ Does not include personal services and expenses of the national office in the District of Columbia, except those for the section dealing with education of natives in Alaska.

⁶ Estimate; 37½ percent of receipts from bonuses, royalties, and rentals received by the Federal Government is paid to the State within whose boundaries the leased lands or deposits are located. Grants are for roads or schools.

⁷ Estimate; 25 percent of national forests receipts, chiefly from timber and grazing rights, is paid to the States for public roads and schools of the counties in which the forests are situated.

⁸ Estimate; 5 percent of the receipts from the sale of public lands within the States is paid to the State for public schools or roads.

⁹ A considerable part of this apportionment was for building purposes.

¹⁰ Approximately a half million of this sum was for such institutions as the National Training School for Boys. Approximately 80 percent of the cost of government in the District of Columbia was paid by local taxpayers.

ment for their marine schools. Appropriations for these Federal institutions and the grants made for State marine schools are not included, although much of the work performed by them is educational. The reader should realize from the listing of major Federal appropriations for education, that an important part of the Federal Government's work in education is indirect and is continued year after year.

Funds authorized for appropriation or allotment by Congress do not equal, necessarily, actual allotments. In fact the appropriations here shown were automatically reduced in most instances for the year under consideration by terms of the economy program. Salaries of Government employees in the several agencies named were reduced 15 percent from July 1 through January and 10 percent from February 1 to June 30, 1934. Grants authorized * for educational purposes for the fiscal year 1934 exceeded \$29,000,000. This amount indicates roughly the size of the annual grants by the National Government for education. It is interesting to note incidentally here that most States enjoy a considerable yearly income for education from permanent school funds derived from national land and money grants. For example, the land-grant colleges of the several States receive at least a million dollars and the public schools (those below college grade) benefit to the extent of more than \$25,000,000 a year from this source.

Educational relief

The school year 1933-34 is unique in the annals of public educational finance. Large sums of money from the National Treasury were allotted to individual

* The amounts under 3 and 4 in the tabulation indicate actual allotments to States.

school districts throughout the country. Most of us are familiar with the emergency educational program, but a brief review of the steps taken by four emergency agencies may be helpful here.

Federal Emergency Relief Administration

Early in the summer of 1933 it became evident that school funds in a number of States would be far from adequate for even the barest needs of the 1933-34 terms. Reports to the Federal Office of Education from State departments of education, data assembled by such organizations as the National Education Association, and appeals from a number of national conferences of friends of education for financial assistance all served to convince the administrator of the Federal Emergency Relief Administration that unemployed teachers should receive Government aid. Accordingly Mr. Hopkins in August authorized the use of funds to pay teachers and other qualified persons on relief to teach in rural schools which would otherwise be closed and to teach classes of persons unable to read and write.

The authorization of the use of F.E.R.A. funds was extended in September to include general adult education, vocational education, and rehabilitation. Their use was further extended in October to include emergency nursery schools. In December \$2,000,000 a month was set aside for the emergency educational program to engage 40,000 unemployed teachers. The first authorization of funds was for the purpose of keeping schools open in places of less than 2,500 population; in February the Administrator authorized their use in places up to 5,000 population and for secondary as well as for elementary teachers.

Federal Emergency Administration of Public Works

Another agency of the recovery program, the Federal Emergency Administration of Public Works, as early as June 1933 made funds available for public school buildings and for buildings of institutions of higher learning supported wholly or in part by public funds. Allotments of funds were as follows: Outright grants equal to 30 percent of the cost of labor and materials on approved projects were made; if the applicant desired and could meet the legal requirements, a loan for the remaining 70 percent of the cost secured by bonds of the borrowing corporation at 4 percent interest, could be secured; if not, the applicant could supply the remaining amount from other sources.

Civil Works Administration

A third agency, the Civil Works Administration, authorized in November the use of funds for school building, repair, improvement, and extensions. In February, projects were created under the C.W.A. to aid 80,000 needy college and university students who desired to earn at least part of their expenses while in school. The work of this agency was brought to a close on March 31 and unfinished undertakings were assumed by the F.E.R.A.

Civilian Conservation Corps

In December the Educational Program for the Civilian Conservation Corps was inaugurated. This program was placed under the direction of the United States Commissioner of Education. A director, assistants to the director, and instructors working in cooperation with the United States Army placed educational opportunities before thousands of interested members of these camps.

Funds allotted to educational purposes by the four emergency agencies already mentioned played an important role in sustaining education during the last school year. This is evident when we examine the amounts or estimates of amounts allotted, as shown in table II.

Schools will benefit during the school year 1934-35 about as usual from funds regularly appropriated by the Federal Government. (See table I.) Concerning emergency funds, little in the way of definite information can be given at this time. It is hoped, however, that a plan can be developed that will enable public schools to continue in operation for their normal terms.

The Administrator of the F.E.R.A. has indicated that a larger number of college students will benefit this year than did last. Public Works grants and loans

[Continued on page 15]

Table II.—Amount of Federal emergency funds allotted to educational purposes during 1933-34

Federal Emergency Administration of Public Works.....		¹ \$74, 000, 000
Federal Emergency Relief Administration ²		³ 24, 415, 613
(a) Nursery schools.....	\$973, 740	
(b) Rural schools.....	16, 924, 000	
(c) College student aid.....	5, 000, 000	
(d) Adult vocational training.....	1, 359, 578	
(e) Adult vocational rehabilitation.....	283, 690	
(f) Adult illiteracy.....	902, 125	
(g) General adult education.....	3, 972, 480	
Civil Works Administration ²		³ 60, 000, 000
Civilian Conservation Corps, educational program.....		⁴ 817, 169
Total.....		¹ 159, 232, 782

¹ Estimate.

² The F.E.R.A. and C.W.A. funds for education overlap somewhat owing to the fact that C.W.A. projects were discontinued on Mar. 31 and were taken over by the F.E.R.A.

³ Closest estimate.

⁴ Total obligations including supplies, equipment, and headquarters office expense from Jan. 1 to June 30, 1934.

Kentucky and New Jersey

ATENTION of SCHOOL LIFE readers is called to the published survey reports of Kentucky¹ and of New Jersey.²

The Kentucky report was made by a commission composed of five educators, a lawyer, a wholesale grocer, president of the State congress of parents and teachers, and a former United States Senator. As stated in the foreword to the report "This particular study was conceived within the State itself . . . and was made by Kentuckians for Kentuckians."

The report deals with (1) objectives of public education in Kentucky, (2) plan of organization and administration, (3) school costs, support of public education and financial administration. The commission says that many of the recommendations made in its report may be effected immediately without any additional outlay of funds and that "many of them will afford at a reduced cost the same measure of school service which the State has been realizing."

The commission adopted the following as its platform which the commission states "suggests the first steps to be taken by the General Assembly in making an improved program of public education available to the children of Kentucky."

1. The school laws should be revised and simplified.
2. There should be created a State board of education composed of the superintendent of public instruction as chairman and seven representative laymen of the State appointed by the Governor.
3. The elimination of small school districts and consolidation of schools should be effected.
4. The boards of education of all school districts should be elected at large and should have complete control of the schools of their respective districts.
5. The minimum qualification for teachers should be raised from 1 year to 2 years of special college training.
6. There should be created a council on public higher education.
7. The schools would welcome a reorganization of the State government providing a modernized State budget.
8. School boards should guard carefully their funds and should operate within their respective incomes.
9. The common school fund should be increased.
10. A satisfactory program of equalization can never be accomplished until a constitutional amendment is passed providing for a special equalization fund.

¹ Report of the Kentucky Educational Commission, State Department of Education, Frankfort, Ky., 1933.

² Report of the Governor's School Survey Commission, vol. I, School Costs and Economies in the State of New Jersey; vol. II, Reconstruction of the System of Public School Support in the State of New Jersey, December 1933.

★ W. S. DEFFENBAUGH *Describes Published School Reports of Kentucky and New Jersey for School Life*

The New Jersey Survey Commission was composed of 24 persons representing many different walks of life. The commission, however, called upon Dr. Paul R. Mort, Teachers College, Columbia University, to direct the research staff in collecting and analyzing the data and Dr. Harley L. Lutz, Princeton University, to act as advisers in taxation.

Since "every item in the report was given careful consideration by the commission, both as a group and as individuals", it represents the views of the commission made up of representative citizens of the State.

Volume 1 of the New Jersey survey report contains an analysis of school costs and points out economies that might be effected. Real savings in school costs, the commission reports can be made through: (1) slight increases in class size in grades 1 to 8 and the elimination of small classes in academic high-school subjects; (2) the increase of size of classes in home economics and industrial arts in the elementary and secondary schools and the increase of class size in vocational and other special schools; (3) the increase in class size for mentally and physically handicapped children; (4) the elimination of mandatory regulations requiring all schools to accept 5-year-olds; (5) the decrease in the number of janitorial-engineering employees; (6) a more careful consideration of such factors of the operation of the school plant as the purchase and firing of fuel and the costs of lighting; (7) the better utilization of buildings; (8) the more careful planning of buildings to reduce depreciation and obsolescence and to increase utilization; (9) the reorganization of rural districts to make rural school districts larger and more efficient; and (10) the reorganization of transportation to eliminate waste.

The commission calls attention to dangers to be avoided in increasing class size, saying that "care should be taken to safeguard interests of individual pupils."

The objection to the mandatory regulation requiring all schools to accept 5-year-olds it appears is not directed against kindergarten classes but against the reception class which "forces a child to spend 2 years in school before entering the second grade without having the advantages normally found in the kindergarten."

Volume II treats of the basic situation of school finance in New Jersey. The commission thinks that the following are the weaknesses in public-school finance in the State:

1. The placing of too large a burden upon the poor districts.
2. The property tax.

Speaking of the first the commission says: "Whereas the ablest districts in New Jersey have received from State aid an amount of money sufficient to operate a program as costly as that provided in the poor districts, the poor districts have had to levy a local tax of from 20 to 35 mills to provide the meagerest types of educational opportunity."

Of the second weakness which has arisen from the property tax situation the commission says: "While the schools have had to depend upon the property tax almost entirely for their support, the State of New Jersey has been slow in taking from the property tax the undue burden of all government, State and local. This has brought about a lack of stability in the school finance structure throughout the State in depression times, and will result in a lack of responsiveness to the need for change in the educational program in better times."

The plan proposed for financing the schools of the State provides for supplementing the proceeds of a 4.75 mills local tax based on equalized valuation by sufficient State aid to guarantee to every district a minimum program costing \$57 per elementary pupil in average daily attendance and \$98 per high school pupil.

Art Exhibits

[Continued from page 2]

represented in another exhibit for showing this winter.

The fifth exhibit is a photographic record of the entire project, giving in this medium a complete résumé of the work accomplished and including a lecture on the general project and outstanding works by the writer. Organizations or schools not daring to use the photographs in connection with this lecture may secure a group of 50 lantern slides dealing with the same material.

An exhibit has been especially designed for secondary schools. It is one which includes some 40 items covering for the most part original examples of every phase of the project and containing a sketch of a mural, etchings, lithographs, aquatints, monotypes, pen and ink and pencil drawings, water colors, wood blocks, linoleum blocks, oil paintings, textiles, and photographs of sculpture. This group also includes a number of works showing C.C.C. men at work. Material discussing the process and medium accompany each exhibit.

A complete list of these and other art exhibits available for showing in schools and at educational meetings may be secured from the American Federation of Arts, Exhibition Department, Barr Building, Washington, D.C. Since the Carnegie Corporation has granted the federation a substantial sum to help cover the cost of assembling, packing and boxing, as well as transportation to the first point in the circuit, and insurance on the exhibits, any of the traveling art shows may be secured at a very small rental fee.

★ The Paris Pact

PLANS for the sixth year of The Paris Pact in American High Schools have been announced by Arthur C. Watkins, director of the National Student Forum on the Paris Pact. Information about international relations projects for use this year may be obtained from the National Student Forum on the Paris Pact, 532 Seventeenth Street NW., Washington, D.C.

★ Health Tests

TEACHERS engaged in health instruction will be interested in the "Objective Tests for Cleanliness and Health", recently published by Prof. C. E. Turner, Massachusetts Institute of Technology. The tests were developed in the sixth grade of the schools of Malden, Mass.

New Books and Pamphlets

Activity Programs

The Activity Movement. The thirty-third yearbook of the National Society for the Study of Education. Pt. 2. Bloomington, Ill., Public School Publishing Co., 1934. 320 p. (Paper, \$1.75; cloth, \$2.50.)

A detailed consideration of the activity movement with comments and criticisms by well-known educators.

The Initiation of an Activity Program into a Public school, by Fay Adams. New York, Bureau of Publications, Teachers College, Columbia University, 1934. 80 p. (Contribution to education, no. 598) \$1.50.

A study of the difficulties involved in introducing an activity program into the classrooms of the public schools.

An Introduction to Progressive Education (the Activity Method) by S. E. Burr. Cincinnati, C. A. Gregory Co., 1933. 72 p. illus. 50 cents.

Discusses the development of a "unit of work", creative literature and literary appreciation, creative art and art appreciation, creative music and music appreciation, and other topics.

Project Making in Elementary Science, by Grace F. Ramsey. New York, American Museum of Natural History, 1934. 25 p. illus. (School service ser. 1934, no. 9) 15 cents.

Describes basic techniques and gives suggestions for using simple materials in making projects to tell the story of elementary science.

Teachers' Lesson Unit Series. William A. McCall, ed. New York, Teachers College, Columbia University, 1931-34.

A series of units of work contributed by teachers. A specimen group: Indians. No. 17, Indians of Florida. Gr. 3. 24 p. 25 cents. No. 27, Indians of the Southwest. Gr. 4. 20 p. 25 cents. No. 33, The Hopi Indians. Gr. 3, 16 p. 20 cents. No. 48, Life of the Plains Indians. Gr. 2, 52 p. 40 cents. No. 59, The Plains Indians: Source material for unit 48, Gr. 2, 32 p. 25 cents.

Adult Education

Bibliography on Parent Education, October 1932 to January 1934. Selected from current magazines and pamphlets. New York, Child Study Association of America, 1934. 29 p. mimeog. 10 cents.

Includes both popular and technical material in the field of parent education.

Regional Surveys of Adult Education, a review prepared for the American Association for Adult Education, by

Jacques Ozanne. New York, American Association for Adult Education, 1934. 48 p. 50 cents.

A summary of the objectives and methods of 27 regional surveys in the interests of adult education.

A State Plan for Adult Education, by Lyman Bryson. New York, American Association for Adult Education, 1934. 69 p. 50 cents.

A survey of the range of the State program for adult education in California.

Character Education

Building Character through Dramatization, by Jessica Childs. Evanston, Ill., Row, Peterson & Co., 1934. 374 p. \$2.

Contents. Auditorium activities for children. Auditorium activities for adults. Oral expression, an outlet for creative activity.

Character Education in Soviet Russia, ed. by W. C. Trow, tr. by P. D. Kalachov. Ann Arbor, Mich., Ann Arbor Press, 1934. 199 p. illus. \$1.25.

Contents. The Young Pioneer Organization. The Communistic education of Young Pioneers. Principles of Pioneer organization. The role of the leader. Self-activity and the Pioneer activity. Work with the children's activity.

A Community Serves its Youth, a case study of the scope and relationship of agencies dealing with high-school students in a suburban community, by Frank W. Herriot. New York, 1933. 223 p. (Association Press, National Council of Y.M.C.A., New York.) \$2.

A study of community agencies which maintained character development as one of their major objectives.

Education for Character. Research bulletin of the National Education Association. vol. 12, no. 2 and no. 3. Washington, National Education Association, 1934. 25 cents each.

Contents. Pt. I, The social and psychological background. Pt. II, Improving the school program.

Guides to Economic Changes

Some Suggestions for the Study of Modern Problems, a bulletin for teachers, by H. B. Bruner. New York, Teachers College, Columbia University, 1934. 66 p. 15 cents. (National crisis series.)

Suggestions for teaching the New Deal.

America Must Choose; the advantages and disadvantages of nationalism, of world trade, and a planned middle course, by Henry A. Wallace. N.Y., Foreign Policy Association and World Peace Foundation, 1934. 33 p. 25 cents.

[Continued on page 20]

SCHOOL LIFE

VOL. XX



NO. 1

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE
INTERIOR, OFFICE OF EDUCATION + + + +

Secretary of the Interior - - - HAROLD L. ICKES
Commissioner of Education - - - J. W. STUDEBAKER
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SEPTEMBER 1934

WELCOME!

Welcome to another year of SCHOOL LIFE service!

This year it is hoped that this official journal of the Federal Office of Education may better serve its readers and the educational world in general.

Features that have been most interesting and useful in the past will be continued. New departments and information expected to be most helpful to school workers and friends of education during 1934-35 will be added to SCHOOL LIFE's unique service.

Future issues will continue to supply latest reports on Federal aid to education, the national high-school debate subject. There will be articles on secondary education in commemoration of the secondary school tercentenary. New departments will include city school reports of progressive practices and activities throughout the United States; Our Bulletin Board to begin in October telling readers what they want to know at a glance, digests of new books and pamphlets, and up-to-the-minute news of the Emergency Education Program.

Let us know if SCHOOL LIFE service is helpful to you, or how you think it may more effectively help you in your educational work.

LEISURE

Very interesting is the following definition of "leisure" by Dr. Thomas D. Elliott, Northwestern University: "As distinct from unemployed idleness, leisure is unhired time, accompanied by purchasing power."

INTER-AMERICAN CONFERENCE ON EDUCATION

The United States will be officially represented at the Second Inter-American Conference on Education to be held at Santiago, Chile, September 9 to 16, by a delegation consisting of Dr. John C. Wright, Assistant Commissioner for Vocational Education; Dean William Frederick Notz, of the Georgetown University School of Foreign Service; Assistant Dean Harold Benjamin of the University of Minnesota School of Education; and Miss Faith Hunter Dodge, Journalist and Instructor of Spanish in the Hirsch Senior High School, Chicago.

The conference was called by the Inter-American Federation of Education and meets under the auspices of the Chilean Government. Among its main purposes are the encouragement of a close and cordial union between the peoples of America by means of public education; better cultural relations between American colleges and universities of every kind; and closer exchange of ideas and practices in the fields of pedagogic technique and scientific research.

CREDIT DUE

Credit for the photograph used to illustrate the article "The Child in Vacation Days", in May SCHOOL LIFE was inadvertently omitted. The photograph of children in Sunnyside Play School was furnished by the Summer Play Schools Committee, Child Study Association of America, New York City.

STUDENT HISTORY AND CIVICS

Students in Portage County, Ohio, will soon be writing histories of their own communities. The information they prepare will be collected and compiled as a county history and civics to be used in the public schools. Portage County Historical Society is sponsoring the 2-year program that is expected "to acquaint students with rich historical background of their home region, and to develop their historical sense." Principal R. S. Hadsell, Hiram, Ohio, president of the society, is appealing for copies of local histories, geographies, or comprehensive commu-

nity studies to serve as guides for the students in preparation of the historical writings.

★

Dr. John G. Rockwell was elected commissioner of education for Minnesota to succeed E. M. Phillips, effective August 1, 1934.

STAR SONGS

☆

I

*Have you seen a lavender sky
Holding a silver star,
And a frail cloud sailing by
From afar and afar?*

*Who that has seen a star
Bright in a lavender sky
Would trade for the sun or the day?
Not I! Not I!*

II

*My heart dropped suddenly then,
Very swift and low,
And where and how it fell
I do not know.*

*But it dropped when a shining world,
Very far and bright,
Fell from the depths of the sky
Into the night.*

*A mighty, living world
In a headlong fall,—
And it looked like a pin prick of light
Gone to nothing at all!*

*Losing its place in the sky—
A flash through the air—
A world is forever lost,
And no one to care,—*

*Except that my heart fell then,
Very swift and far;
My heart and the sky are friends
And they lost a star.*

☆

JOSEPHINE MILES
*Los Angeles High School
Los Angeles*

BIOGRAPHICAL NOTE.—Josephine Miles wrote "Star Songs" during her first year in high school. This and many later poems by her have been published in successive annual issues of the Los Angeles High School *Anthology of Student Verse*. She is now at the University of California at Los Angeles, where she is especially interested in philosophy, and is doing brilliant work in a creative writing class. Her poems have been included in the last three volumes of *First the Blade*, an annual poetry anthology representing the colleges and universities of California.

Selected for School Life by Nellie Sergeant, Evander Childs High School, New York City.

Consumer Education Aids

THE so-called "forgotten consumer" is claiming the interest of various Government agencies today. Indeed, why should Uncle Sam not give ear to so universal a need as that for adequate protection of the consumer?

Who is the consumer? He is not alone the miner from Illinois, the farmer from Kansas, or the teacher from Montana. The consumer group includes every Congressman, every manufacturer, every merchant, every Wall Street broker, and every worker in the Public Works Administration in the United States. *SCHOOL LIFE* is therefore glad to pass on to its readers these brief statements from several agencies in the Government, which show how they are contributing to the welfare of the consumer. More detailed reports of the most active agencies will follow in future issues.

Federal Trade Commission

Until the passage of the Securities Act in 1933 this Commission's work was devoted chiefly to the prevention of unfair methods of competition in interstate commerce. Its service to the consumer comes through its attempts to eliminate unfair methods of competition from the field of interstate commerce, for the Federal Trade Commission Act was based, after careful consideration of alternative methods of regularizing interstate trade, upon the theory that the consumer would benefit most from the competitive system so regulated as to eliminate from it the ruthless and unfair methods which had theretofore been all too prevalent.

The Securities Act of 1933 was passed to protect the consumer as respects the sale of securities in interstate commerce, through (1) providing penalties for fraud and misrepresentation in the sale of such securities and making remedies and redress available for the person victimized, and through (2) making it mandatory, as a condition precedent to the offer for sale of securities, that those responsible therefor make public all the material facts concerning the securities proposed to be sold, subject to specified liabilities on their part for misstatements or false statements or inadequate statements, so as to enable the

★ **FLORENCE FALLGATTER**, *Home Economics Education Specialist*, Tells of Consumer Education Helps for Teachers; Continued in October *School Life*

respective purchaser to base a judgment upon all the material facts, instead of upon half truths, falsehoods, or gross frauds, which have so frequently characterized sale of securities in the past.

The act provides, in addition to the various remedies made available for the aggrieved purchaser, that the Commission may take steps to bring about the institution of criminal proceedings involving a fine of not more than \$5,000, or imprisonment for not more than 5 years, or both, for willful violation of the terms of the act, and may also cause to be instituted proceedings to restrain further violations thereof.

Consumers' Counsel

The Consumers' Counsel is an integral part of the Agricultural Adjustment Administration. Its primary duty is to safeguard the interests of unorganized and inarticulate people against exorbitant price increases, profiteering, and the sale of deleterious or dishonestly packaged

merchandise. In addition it is aiding in the task of educating the consuming public to purchase intelligently and obtain the maximum real value from its dollars.

One of the fundamental tasks of the Consumers' Counsel is that of defending consumer interests in the marketing agreements and codes of fair competition now under the administration of the Agricultural Adjustment Administration. The consumers' representative participates in the formation of marketing agreements through informal conferences of the industry, at the public hearings and in administrative conferences where a final decision as to modification, acceptance, or rejection is reached.

Probably the most important job of the Consumers' Counsel has been its educational activity. The Consumers' Guide, the official organ of the Counsel, appears bimonthly and reaches 10,000 consumer groups, county agricultural agents, field workers, individuals, and the press. It gives an up-to-date survey of farm and retail prices of important foods. It points out the extent to which various groups of distributors have used the processing tax as a cloak for profiteering. In addition it contains information on grades and standards and surveys the agricultural program as it affects consumers.

Publications Available

1. Consumers' Guide. Issued by the Consumers' Counsel of the Agricultural Adjustment Administration, Washington, D.C.

2. Statement of General Policies and Model Drafts for Marketing Agreements and Codes of Fair Competition. Agricultural Adjustment Administration. October 1933. Form M-14. United States Government Printing Office.

Consumers' Advisory Board

The organization and function of this Board is reported as follows:

Executive office.—Directs the operations of the Consumers' Advisory Board's

Consumers' Guide

THE Consumers' Counsel of the Agricultural Adjustment Administration, in cooperation with the Bureau of Agricultural Economics, Bureau of Home Economics, and Bureau of Labor Statistics, publishes The Consumers' Guide. This publication, free upon request to Frederick C. Howe, Director of the Consumers' Counsel, delves into data of the Agriculture, Labor, and Commerce Departments to furnish consumers full and correct information on prices, quality of commodities, costs and efficiency of distribution.

staff; clearing point for operations between sections of staff; other N.R.A. sections, and the public.

Code section.—Analyzes codes from consumer viewpoint; presents recommendations at code hearings; files reports with Division and Deputy Administrators, making recommendations in accordance with views of the Consumers' Advisory Board in fulfillment of the duties assigned to it, and based upon information supplied by industries, Consumer Price Investigation Section, and Consumer Complaints Section.

Consumer Complaints Section.—Answers consumer complaints; acts as counsel for complainants, conveying complaints to proper N.R.A. authorities for possible action; compiles and tabulates information from complaint files for use by Consumers' Advisory Board code advisers and staff and for other divisions of the N.R.A.

Consumer Price Investigation Section.—Makes studies of prices under the codes for specific use of consumer advisers at hearings and for executives; assembles information required for handling complaints and prepares material relating to price complaints referred to administrative authorities.

Consumers' education section. (Central office in process of formation.) Aids in the organization of Consumers' Councils in the various counties of the country and furnishes them with a plan of information and action on consumers' problems.

Publications available

1. A summary and recommendations in relation to establishing a Consumer Standard's Board and funds for basic testing have been prepared by the Board and can be obtained from the National Recovery Administration.
2. Bulletin: The Consumers' Advisory Board. A statement of its functions. 1933. United States Government Printing Office. 5 cents.

National Emergency Council Consumers Division

A Consumers Division has been established in the National Emergency Council to promote the understanding and treatment of consumer problems through the collection, analysis, and dissemination of factual economic information and to act as a coordinating agency between the Consumers' Advisory Board and the Consumers' Council. The Consumers Division is developing local consumer councils, which will aid in the adjustment of price complaints and act as channels for the exchange of information between the Government and consumers. It receives, analyzes, and refers consumer complaints to the proper agency for adjustment. It assists in improving statistical information relating to consumer problems

through cooperation with other agencies of the Federal Government.

Two hundred County Consumers Councils are being organized on an experimental basis, about four in each State. The membership is unpaid and consists of representative consumers. Councils receive Government aid in securing quarters for meetings and for clerical assistance. The Consumers Division sends them data of significance to consumers, and they, in turn, serve as sources of information to the Consumers Division. Despite their brief existence, the Councils, when well selected and led, have proven their potential usefulness as channels of information concerning local consumer difficulties.

The staff of the Consumers Division in Washington has devoted time and energy to projects for improving and making more effective the consumers services of the Federal Government, including statistics of retail and wholesale prices and the physical volume of retail sales, standards of quality and labeling, and consumer representation at price hearings. The coordination of the work of consumer agencies is expected to become an increasingly important activity of the Division. Much attention has been given to the development of projects for consumer education and the dissemination of information to the Councils.

[To be continued in October SCHOOL LIFE]

Schools Report

A CITIZENS Committee on Public School Finance in Minnesota says: We recognize the need for economy, but declare that it must be had without further sacrifice of efficiency. We favor any reorganizations of school districts that will insure better and more nearly equal educational opportunities for all the children of the State, and suggest that such reorganization should be encouraged by provision for giving greater State aid where reorganization will bring about a higher degree of educational efficiency.—*Leaflet, Plan for School Relief.*

A committee appointed by the State Superintendent of Public Instruction of California to report on the local unit of school administration in that State has reached the conclusion that legislation should be enacted to provide ways and means for the establishment of larger units of school administration. The plan proposed by the committee involves (1) retention of democratic control in school administration; (2) consolidation of elementary and secondary school administration; (3) greater efficiency in school administration.—*California Schools, Vol. 5, April 1934, p. 114.*

The Pennsylvania School Directors' Association has appointed a committee to cooperate with the State Education Association and the State Department of Public Instruction in a study of the unit of school administration and its financing.—*Public Education Bulletin, State Department of Public Instruction of Pennsylvania, February 1934.*

The public schools of Grand Rapids, Mich., held demonstrations during the

month of May to suggest pleasurable activities for the right use of leisure.—*Hobby Suggestions for the Citizens of Grand Rapids.*

In the 8A hygiene course in the junior high school general curriculum of Baltimore, Md., there is a unit on Quackery and Nostrums.—*Baltimore Bulletin of Education, March-April-May 1934.*

Speech correction work was carried on for 1,129 children of the schools of Denver, Colo., during the year 1933-34. Correction of speech difficulty was made for 34 percent of the children who stammered, for 45 percent of those who lisped, and for 52 percent of those with phonetic difficulties.—*School Review, Denver Public Schools, June 1934.*

The schools of Minneapolis, Minn., in cooperation with the Child Welfare Institute have been making a study of fatigue among kindergarten children and observations of kindergarten children behavior.—*School Bulletin, Minneapolis Public Schools, June 7, 1934.*

"Progress of Youth" was the theme of the Commencement Pageant of the Pasadena, Calif., schools in June.—*Pasadena School Review, June 13, 1934.*

Of all the teachers now in service in Pennsylvania 98.8 percent hold standard certificates or some other form of certificate indicating a greater amount of preparation than that required for the standard certificate. In 1920-21 only 70.5 percent of the teaching force had such certificates.—*Letter of June 15, 1934, from State Department of Public Instruction to county and district superintendents.*

W. S. DEFFENBAUGH

Meetings

AMERICAN COUNTRY LIFE ASSOCIATION. Washington, D.C., November 16-19.
 AMERICAN PRISON ASSOCIATION. Houston, Tex., September 17-21.
 AMERICAN PUBLIC HEALTH ASSOCIATION. Pasadena, Calif., September 3-9.
 ASSOCIATION OF AMERICAN MEDICAL COLLEGES. Nashville, Tenn., October 29-31.
 ASSOCIATION OF LAND-GRANT COLLEGES AND UNIVERSITIES. Washington, D.C., November 19-21.
 COLLEGE ENTRANCE EXAMINATION BOARD. New York, N.Y., October 31.
 CONNECTICUT LIBRARY ASSOCIATION. Storrs, Conn., September 11 and 12.
 FEDERATION OF COLLEGE CATHOLIC CLUBS. Jacksonville, Fla., September 2-4.
 GIRL SCOUTS, INC. Boston, Mass., October 24.
 ILLINOIS CITY SUPERINTENDENTS ASSOCIATION. Springfield, Ill., November 21 and 22.
 MAINE LIBRARY ASSOCIATION. Belfast, Me., September 13-14.
 MAINE TEACHERS ASSOCIATION. Portland, Me., October 25 and 26.
 MASSACHUSETTS TEACHERS FEDERATION. Boston, Mass., October 20.
 MINNESOTA EDUCATION ASSOCIATION. Minneapolis, Minn., November 1-3.
 MISSOURI STATE TEACHERS ASSOCIATION. Kansas City, Mo., November 8-10.
 MONTANA EDUCATION ASSOCIATION. Billings, Butte, Great Falls, and Kalispell, October 25-27.
 NATIONAL ACADEMY OF SCIENCES. Cleveland, Ohio, November 19-21.
 NATIONAL CONFERENCE OF JUVENILE AGENCIES. Houston, Tex., September 17-21.
 NATIONAL CONGRESS OF PARENTS AND TEACHERS. Lynchburg, Va., October 24-26.
 NATIONAL COUNCIL OF PARENT EDUCATION. Washington, D.C., November 1-3.
 NATIONAL COUNCIL OF TEACHERS OF ENGLISH. Washington, D.C., November 29-December 1.
 NATIONAL INTERFRATERNITY CONFERENCE. New York, N.Y., November 30.
 NATIONAL RECREATION CONGRESS. Washington, D.C., October 1-5.
 NATIONAL SAFETY COUNCIL. Cleveland, Ohio, October 1-5.
 NEBRASKA STATE TEACHERS ASSOCIATION. Lincoln, Nebr., October 24-27.
 NEW ENGLAND HOME ECONOMICS ASSOCIATION. Boston, Mass., October 6.
 NEW HAMPSHIRE LIBRARY ASSOCIATION. Exeter, N.H., September 10-12.
 NEW JERSEY LIBRARY ASSOCIATION. Newark, N.J., October 8.
 NEW YORK CONGRESS OF PARENTS AND TEACHERS. Long Beach, N.Y., October 1-4.
 NEW YORK LIBRARY ASSOCIATION. Lake Mohonk Mountain House, September 24-29.
 NEW YORK STATE COUNCIL OF CITY SCHOOL SUPERINTENDENTS. Saranac Inn, N.Y., September 24-26.
 NEW YORK STATE TEACHERS ASSOCIATION. Niagara Falls, N.Y., November 26-27.
 NORFOLK COUNTY TEACHERS ASSOCIATION. Boston, Mass., October 26.
 NORTHERN BAPTIST EDUCATION SOCIETY. West Somerville, Mass., October 30.
 PENNSYLVANIA LIBRARY ASSOCIATION. Hershey, Pa., October 11-13.
 RHODE ISLAND INSTITUTE OF INSTRUCTION. Providence, R.I., October 25-27.
 SOUTH DAKOTA EDUCATION ASSOCIATION. Huron, S.Dak., November 25-28.
 TEXAS STATE TEACHERS ASSOCIATION. Galveston, Tex., November 29-December 1.

UNITED CHAPTER OF PHI BETA KAPPA. Cincinnati, Ohio, September 10-12.
 VIRGINIA EDUCATION ASSOCIATION. Richmond, Va., November 27-30.
 WISCONSIN TEACHERS ASSOCIATION. Milwaukee, Wis., November 1-3.
 WYOMING LIBRARY ASSOCIATION. Laramie, Wyo., September 10-11.

Publications

A NUMBER of new Federal Office of Education publications have come from the press since the June issue of *SCHOOL LIFE* was prepared. They are as follows:

Summary of the National Survey of Secondary Education, Bulletin 1932 No. 17, Monograph No. 1, Price 25 cents.

A 232-page résumé of Survey findings as published in 27 other monographs.

The Horizontal Organization of Secondary Education, Bulletin 1932 No. 17, Monograph No. 2, Price 20 cents.

Dealing with programs of different types of secondary schools, guidance, characteristics of pupils, attitudes, activities, correspondence courses, summer high schools, and part-time cooperative curriculums, this 273-page bulletin is one of the most important monographs of the National Survey of Secondary Education.

Teachers' Problems With Exceptional Children, Pt. I, Blind and Partially Seeing Children, Pamphlet No. 40, Price 5 cents.

One of every 500 children in school needs the advantages of sight-saving classes. The total number of such children would, therefore, be about 50,000. In 1930 only 4,829 pupils were enrolled in sight-saving classes. This pamphlet was prepared in an endeavor to stimulate wider interest in providing special instruction for the thousands of partially seeing children still unprovided with educational facilities suited to their needs.

Teachers' Problems With Exceptional Children, Pt. II, Gifted Children, Pamphlet No. 41. Price 5 cents.

Every school teacher should read this low-cost 45-page pamphlet. It explains the teacher's problem with the exceptionally bright boy or girl, and suggests what the perplexed instructor may do to aid the gifted child.

The Cost of Going to College, Pamphlet No. 52. Price 5 cents.

How often does the high-school student or graduate, the guidance officer or adviser find himself in need of information on the cost of a college education? This pamphlet tells where information on this subject may be secured, and supplies facts about college tuition, fees, board, room, incidentals, minimum costs, typical expenses, cost of fraternity memberships, and student aids.

[Continued on page 17]

Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan is as follows:

ADAMS, FAY. The initiation of an activity program into a public school. Doctor's, 1933. Teachers College, Columbia University. 80 p.

ALDERMAN, LEWIS R. Adult education under public auspices in the United States. Doctor's, 1933. American University. 260 p. ms.

BELKNAP, C. PARKS. Curricular selection, retention, and change by students registering on the "M.A." level in the School of Education, New York University, during registration periods February 1930-February 1932. Master's, 1933. New York University. 76 p. ms.

CUTHBERTSON, DAISY. The exceptional child in the elementary schools of North Carolina. Master's, 1929. North Carolina College for Women. 26 p. ms.

DIX, VIVIAN. The appreciation of music: what are the most potent factors in its development? Master's, 1934. Boston University. 133 p. ms.

FORD, THOMAS B. The educational contributions of the United States Commissioners of Education, 1867-1928. Doctor's, 1933. American University. 121 p. ms.

GIFT, ELMER B. The changing conception of teaching United States history in grades 7 and 8 in the schools of Kansas. Doctor's, 1932. University of Kansas. 127 p. ms.

GRUEN, FERDINAND B. English grammar in American high schools since 1900. Doctor's, 1934. Catholic University of America. 292 p.

KELLY, ELIZABETH. Comparative study of achievement in reading of 100 normal children and 100 sub-normal children. Master's, 1934. New York University. 48 p. ms.

KNAPP, DENNIS R. The extra-instructional status of teachers in typical high schools of West Virginia. Master's, 1934. West Virginia University. 106 p. ms.

MCGUIRE, SAMUEL H. Trends in principles and practices of equalization of educational opportunity. Doctor's, 1933. George Peabody College for Teachers. 115 p.

MESSICK, JOHN D. Discretionary powers of boards of school control. Doctor's, 1934. New York University. 225 p. ms.

ODGERS, GEORGE A. Education in Hawaii, 1820-93. Doctor's, 1933. Stanford University. 259 p. ms.

ROTHNEY, JOHN W. M. Interests in relation to school success at the high-school level. Doctor's, 1934. Harvard. 162 p. ms.

SHELLY, PAUL C. The status of music in the high schools of New Mexico. Master's, 1934. New Mexico State Teachers College. 57 p. ms.

SPARKS, HELEN. Grade placement of children's reference books. Master's, 1931. Colorado State Teachers College. 63 p. ms.

THOMPSON, MERRITT M. The educational philosophy of Giovanni Gentile. Doctor's, 1930. University of Southern California. 217 p.

RUTH A. GRAY

“Workships”

THE student-aid program of the Federal Emergency Relief Administration for the 1934-35 school year has been enlarged somewhat in number of students to be aided and broadened considerably as to the type of work which these students may do.

During last spring when about 75,000 students were aided, the quota of a college or university was 10 percent of its full-time enrollment. This has been increased to 12 percent. With more time for institutions to prepare, it is expected that this year approximately 100,000 students will be aided. Last year it was provided that students should be assigned to work of the sort customarily done by students who are paying their way through college. This year it is provided that they may be assigned also to work off the campus of the sort which will increase the usefulness of the college to the community.

Possibilities under this new regulation are interesting indeed. Fields in which much useful work might be done are opened up. Medical or dental students, for example, might be used in some sort of health work connected with the administration of relief. Home economics students might be used in nutrition work. Other students might teach in illiteracy classes. Others might help manage and conduct public forums connected with adult educational activities of the community.

The American Council on Education is taking an active interest in helping develop these new fields. The Council has called together representatives of five universities in the District of Columbia to form a committee which has as its assignment the seeking of all kinds of new and useful work opportunities for students in connection with social, recreational, educational and other public or semipublic activities of the District. C. R. Mann, executive director of the Council, reports that indications are that the procedure will prove of real value. He recommends that college and community leaders should work together on this matter. He sees in it an opportunity to develop valuable closer relations between a college and its community.

Commenting upon the plan in a recent letter to President L. D. Coffman, of the

★ **JOHN H. MILLAR, F.E.R.A. Educational Assistant,**
Tells of Town-Gown Cooperation Through Federal Aid

University of Minnesota, Dr. L. R. Alderman, director of the Educational Division of the Federal Emergency Relief Administration, said:

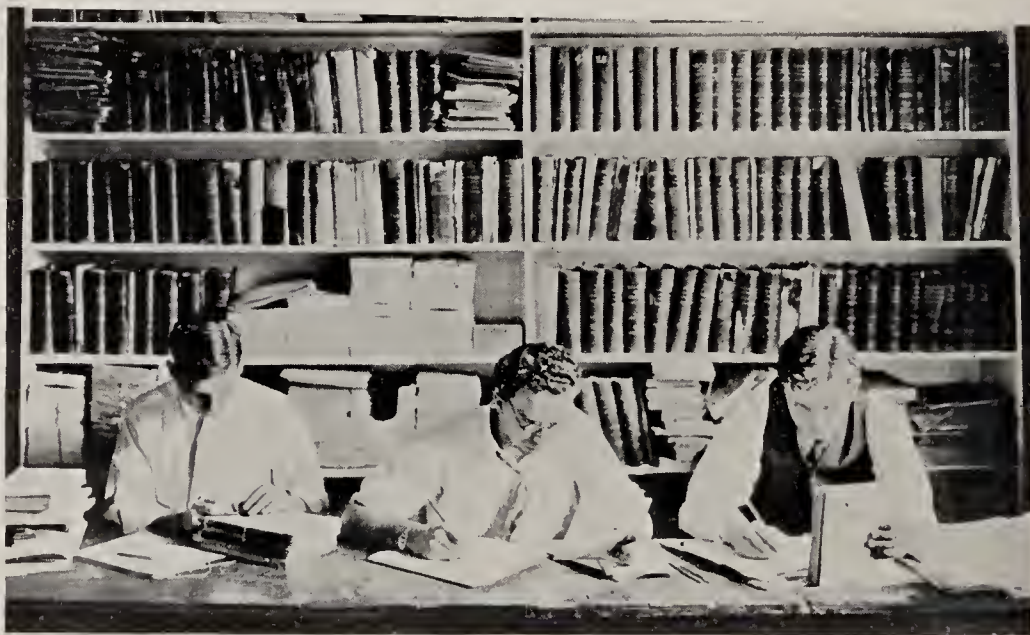
“As the relief program evolves to meet new conditions, more and more people are becoming aware that education in its broader sense is a major force toward attaining lasting relief. We are anxious to guide the emergency educational activities of F.E.R.A. in ways that will be of maximum permanent benefit. If Federal funds can be used to bring school and work closer together, to make the transition from one to the other more natural and less disturbing to the average boy and girl, a permanent benefit will be attained. Many people today are seeking to reach this general objective in different ways.

“Under the new regulations governing the student aid program, young men and women may work off campus at jobs which will increase the usefulness of the educational institution to the community. This provision has been deliberately made

broad so that the maximum amount of local ingenuity and initiative may be displayed in devising ‘socially desirable work.’

“The American people have learned a great deal about promoting new enterprises in business and industry. Promoters have been tempted to great exertion by possibilities of large profits. But in the field of service activities—education, recreation, health, welfare, research, public administration, etc.—there is little accumulated experience as to technique of promotion and little possibility of profits to attract private promoters. Society will have to accept the responsibility for this type of promotion. Young people have qualities needed as promoters—enthusiasm, enterprise, ingenuity, initiative, and courage.

“If this line of thinking is sound, then it brings us to the conclusion that in any specific college or university it would be well to have representatives of the student body working with representatives of the faculty in devising and dis-



COURTESY OF F.E.R.A.

The three students shown above are engaged in library research work at the University of Virginia.

covering the jobs to which students aided by Federal funds should be assigned. In fact, the student-aid project might be regarded as a major experiment in the discovery and creation of new work opportunities. The more young men and women know about devising jobs for

themselves, the better off they will be when they leave college."

Following are certain points about the plan which may answer questions that are in the minds of many:

Average amount to be earned is \$15 per student per month. In no case

shall a payment exceed \$20. There is no stated minimum monthly amount, but there is a minimum of 30 cents per hour that can be paid for work done.

Aid is to be given only to students who could not otherwise attend college. Determination of eligibility is up to the institution.

The institution will select work to which students may be assigned, and is responsible for their supervision. In a case where a student is assigned to work for some outside agency, such as a hospital or park board, the actual supervision may be done by the employer, if the college so requests.

All institutions of a collegiate or university character, of the sort which are public in their nature, are eligible to participate in the plan. Schools and colleges which are run as business enterprises are ineligible.

Money is paid an institution in a lump sum monthly, to be disbursed by that institution. Therefore, all students will have to apply to institutions, not to relief agencies.

Jobs are to be allocated between boys and girls in proportion to the enrollment of each in the particular institution.

Federal Aid

[Continued from page 7]

for school buildings are available under conditions similar to those of last year. The educational program of the C.C.C. continues to function and no doubt will be carried on even more effectively than last year. Educational activities in the Tennessee Valley Authority, expenditures for which are not available at present, will expand with the development of the project.

An additional potential source of assistance to education was authorized by Congress near the close of the last session in the act relating to loans for industrial and other purposes. This act authorizes the Reconstruction Finance Corporation to make loans not to exceed \$75,000,000 prior to January 31, 1935, to public-school authorities on adequate security for the purpose of payment of teachers' salaries due prior to June 1, 1934. Assistance for worthy qualified Indian youth is authorized in a provision of the appropriation act for the Bureau of Indian Affairs for the present fiscal year; this authorizes the use of \$12,000 for loans to Indian youths to be repaid within 8 years to enable them to take courses in institutions of higher learning.

Electrifying Education

THE ANNUAL Report of the Ohio School of the Air (1933-34) by Roy Reichelderfer, assistant director, was issued recently by the Ohio State Department of Education. It contains a very good evaluation of the broadcast lessons.

Teachers interested in the influence of radio may secure a free copy of *Radio as a Cultural Agency*, edited by Dr. Tracy F. Tyler and published by the National Committee on Education by Radio, 1201 Sixteenth Street NW., Washington, D.C. This 160-page paper bound book contains the proceeding of the National Conference on the Use of Radio as a Cultural Agency in a Democracy, held in Washington, May 7 and 8.

Dr. Frederick H. Lumley is the author of a new 318-page book entitled *Measurement in Radio*, published by Ohio State University. It contains a comprehensive account of the methods used in making educational and commercial surveys and much other information arranged so that it is easily available for reference purposes.

Commissioner Hampson Gary is chairman of the Broadcasting Division of the new Federal Communications Commission. Col. Thad H. Brown and Judge Eugene O. Sykes (ex-officio) are the other two members. Copies of Public Law No. 416, Seventy-third Congress creating the Federal Communications Commission may be purchased for 5 cents each from the Superintendent of Documents, Government Printing Office, Washington, D.C.

A series of 10 physical geology films are being photographed in the national parks this summer by National Park Service in cooperation with The University of Chicago and Erpi Picture Consultants.

Prof. Wilber Emmert, director of visual instruction, of Indiana State

Teachers College, Indiana, Pa., is the new president of the department of visual instruction of the N.E.A. Prof. Ellsworth C. Dent will continue as secretary. His address is N.E.A. Headquarters, 1201 Sixteenth Street NW., Washington, D.C.

An average of 300 films (35 percent sound and 65 percent silent) are in weekly circulation among C.C.C. camps in National and State parks.

More than 1,300 sets of film slides have been prepared by National Park Service and are in circulation in the C.C.C. camps in their jurisdiction.

The R.K.O. Distributing Corporation recently announced that they have purchased the following books for motion pictures to be released during the 1934-35 season: *Anne of Green Gables*; *Freckles*; *Laddie*; *The Last Days of Pompeii*; *The Little Minister*; and *The Three Musketeers*.

It is gratifying to note that the producers of the screen version of *Little Women*, which was so successful during the past season, plan to produce screen versions of other well-known classics.

Miss Mary G. Hawks is the author of a pamphlet entitled *Motion Pictures—A Problem for the Nation*. Copies may be obtained free of charge from the National Council of Catholic Women, 1312 Massachusetts Avenue NW., Washington, D.C.

A good list of sources of films, slides and other visual aids is included in a handbook entitled "Materials of Instruction." This handbook may be obtained free or at small cost from Mrs. Edna Richmond, Fairmont State Teachers College, Fairmont, W.Va.

CLINE M. KOON

Other Countries Tell Us

THE Sexenal Plan adopted by the National Revolutionary Party of Mexico for the presidential term 1934-40 is based on the principle that:

The most important social problem of our country is the distribution of the land and its more efficient development from the viewpoint of national interests, which are intimately connected with the economic and social liberation of the large number of peasants who directly work the land.

Of course on that basis, most of the projected schemes are for rural Mexico. A National Agrarian Commission, an autonomous department, with an appropriation of not less than 4,000,000 pesos a year is to hasten the distribution of lands and waters required by the peasants, divide up large estates, and carry on interior colonization. A minimum of 50,000,000 pesos is set aside for irrigation projects; cattle raising is encouraged and cattle breeding centers established; forests are to be conserved and large areas reforested; a series of public highways and railways is planned; and all subsoil wealth is nationalized.

Into this large plan, public health and education are generously woven. The Department of Health is to have 3.4 percent of the National budget for 1934, the percentage to increase about 0.4 yearly to 5.5 percent in 1939. Any surplus for health work is to be used in toto for rural areas. States and municipalities must increase their funds for sanitary purposes. A technical personnel to be spread over the entire country in the proportion of at least one nurse for every 10,000 persons is to be trained. By every possible means known to medical science, leprosy, onchocerciasis, tuberculosis, and venereal diseases are to be combatted. The party pledges itself to laws and campaigns to lessen the use of intoxicating drinks and to forbid absolutely traffic in stupefying drugs.

Education is to have 15 percent of the Federal budget in 1934 and to increase its part 1 percent a year until 20 percent is reached in 1939. The Party proclaims that:

The primary school is a social institution and, as such, its teachings and the conditions to be fulfilled by teachers, in order to comply with the social function, must be those set by the State as the genuine and direct representative of the people at large; no right being conceded to private individuals (who have a false and exaggerated idea of individual liberty) to organize and manage schools independently of State control.

★ JAMES F. ABEL *Describes Mexico's Sexenal Plan of Public Health and Education: Fifteen Percent of Federal Budget for Education*

The Federal, State, and municipal governments are bidden to come to an agreement as soon as possible for coordinating their education activities in such a way that the latter are not freed of their obligations, but the technical supervision and administration of primary schools is left with the Federal Government.

Believing that Mexico is now training enough men for the liberal professions, the chief effort will be in technical and rural education, particularly technical agriculture. A technical board of agricultural education is formed, an institute of professional orientation is established, and the Federal government will offer scholarships to encourage technical education. The number of rural schools is to be increased by 1,000 in 1934; 2,000 in each of the succeeding four years; and 3,000 in 1939. In January of 1934 amendments to the Federal labor law gave the ministry of education control over the "Article 123" schools. These are the schools that must be set up and maintained by employers for the children of their employees, if the employees are more than 100.

The Minister of Public Education says of this ambitious program which I have outlined only in part:

The country wishes to evolve in this rapid form, seeing that it has lost an entire century sleeping with folded arms, and during this century the world has advanced. If we wish to overtake it, we shall have to follow this course.

Will this sexenal program of public health and education be carried out? The accomplishments in education in Mexico, particularly in rural education, in the past decade give considerable assurance that it will.

Education received 4.01 percent of the National budget in 1921; 14.67 percent in 1933. Primary and normal education expended 7,940,490 pesos in 1929; 10,080,563 in 1934. Federal secondary schools numbered only four in 1926. They then enrolled 3,500 students and cost some 700,000 pesos. In 1934 there were 17

such schools, 10 in the capital and 7 in the States, with 8,128 students and an expenditure of 1,438,445 pesos. Federal rural primary schools, institutions that were nonexistent when the present education movement began, totaled 8,024 in April of 1934 with an enrollment that must have reached well over 400,000.

Figures for 1930 for the percent of illiteracy, inability either to read or write among persons 10 years of age and over, are available for 5 of the States with a total population of 1,811,795. Compared with those for 1921, they summarize as follows:

State	Percent of illiteracy	
	1921	1930
Aguascalientes.....	54.40	49.99
Campeche.....	59.38	53.60
Coahuila.....	50.68	43.56
Mexico.....	67.54	69.63
Nayarit.....	59.30	55.51

But these statistical data, valuable as they are to measure progress or decline, convey little idea of the vigor and spirit that animate the educational movement in Mexico. They do not tell of the changed concepts of the rural school, of how it is an instrument to better the economic and social conditions of the communities rather than a place to teach children reading, writing, and arithmetic; of the cultural missions that move from section to section to spread a knowledge of more hygienic and generally better living; of the dignity that is being given to indigenous arts, crafts, and cultures; of the plans to unite through education all the many different peoples of Mexico; of the attempt in short to build Mexico into a strong nation with its own individual and striking ideals and practices of national life.

To C.C.C. Educational Advisers



★ YOU ARE conversant, I know, with the dominant aims of the C.C.C. educational program as stated in the Handbook for Advisers prepared by the Office of Education and approved and published by the Secretary of War. You will

recall that the third of these six objectives reads as follows:

"To develop as far as practicable an understanding of the prevailing social and economic conditions, to the end that each man may cooperate intelligently in improving these conditions."

As our educational program got under way in the camps, it became apparent that suitable text material in the general field of the social sciences was not available. The textbooks are too big, too dull, and are written for the most part at a mental level above that of many enrollees. Obviously, it was necessary to prepare special materials definitely for use by enrollees under camp conditions, if we were to accomplish this third objective which is regarded by some as the most vital in the program.

With the necessity of preparing suitable study materials in the social sciences and with no money to accomplish that desirable end, Commissioner Zook went to the General Education Board with the request for \$40,000 for that purpose. The officers of the General Education Board investigated what you are doing and as an expression of their faith in the work that you are carrying on and their interest in helping 300,000 men to a better understanding of the social order in which they live, granted our request last June 15, and made \$40,000 available to be administered by the American Council on Education.

The Office of Education soon thereafter chose as director of this study materials project Dr. P. W. Bidwell, economist of high standing, formerly a member of the Yale University faculty, assistant chief economist of the United States Tariff Commission, and at present a professor of economics at the University of Buffalo. Dr. Bidwell immediately set about the task of choosing half a dozen men for full-time service in preparing study materials, together with some other specialists who will furnish professional

C. S. Marsh, C.C.C. Educational Director, Sends a Monthly Message to Educational Advisers and Enrollees in the 1,468 Camps Throughout the United States

consulting service in their several fields. His staff has worked long and faithfully during the hot summer weeks here in Washington, and the product of their labors will soon be in your hands.

Here is Dr. Bidwell's statement of the plan:

The preparation of a series of pamphlets on social and economic subjects for the young men in the camps involves, first, selecting suitable topics, and secondly, writing in the language of the "civies" and with due consideration for their point of view. Our chief criterion in the selection of the topics in the first series of pamphlets has been the interests of the 300,000 young men to whom they are addressed. What social or economic topics are these young men talking about and thinking about? For answers to this question, we have relied to a considerable extent upon the information supplied by the educational advisers in the camps, but we have not been guided entirely by what they tell us that the boys *want to know*. We have included in our list some topics about which we feel the boys would want to know if their educational background had been richer. The boy, for example, who has had very little to do with banks, would not naturally express an interest in currency problems. In other words, we are not aiming simply to satisfy a want for knowledge already in existence; we are also preparing to satisfy a demand which we ourselves hope to stimulate.

The writing must be in simple language, using a vocabulary which will perhaps not exceed 800 or 1,000 words. It would obviously be absurd to attempt to discuss our topics in technical jargon. Without sacrificing sense to sensationalism, we hope to write in the

vernacular of our readers. Our ideal is to present each subject in a fresh and original way and to avoid "writing down" to our readers or diluting textbook materials. Information will, of course, have to be supplied in the pamphlets, but we shall subordinate descriptive material to the discussion of a few underlying principles.

Two methods are being utilized in the preparation of the pamphlets. Some of the manuscripts will be prepared outside of Washington by persons competent in their respective fields, but the bulk of the writing will be done by a small group which has been assembled in Washington. The group consists of able young men trained in social sciences at graduate schools of leading universities.

Let me urge every camp adviser to make the utmost use of these pamphlets. We are committed to the task of giving each enrollee "as far as practicable an understanding of the prevailing social and economic conditions." These pamphlets have been written by a staff who are familiar with camp conditions, and whose sole aim has been to put into your hands material that is sound in scholarship, attractive in format and effective in the presentation of subject material. In every single C.C.C. camp we should have a group of enrollees seriously studying each of these pamphlets.

Publications

[Continued from page 13]

Instruction in the Effects of Alcohol and Tobacco, Leaflet No. 38. Price 5 cents.

"With the repeal of the eighteenth amendment there is renewed interest in public-school instruction in the effects of alcohol on the human being", writes Dr. James F. Rogers, M.D., author of this document. School people may be interested to know the legal requirements for instruction in the public schools of effects of alcohol and narcotics, as revealed in this bulletin.

The Welfare of the Teacher, Bulletin 1934, No. 4. Price 10 cents.

"It goes without saying that the work of the school centers in the teacher", said former United States Commissioner of Education Dr. George F. Zook. "It is the duty of the teacher to make the most of the physical powers which he or she possesses, and it is the duty of boards of education to provide healthful conditions of work, both mental and physical." This publication reports present practices of city schools with reference to health examinations of teachers both before and after employment, and the granting of leave on account of illness and for purposes of study and recreation.

Free Guides

C.C.C. Educational advisers and other readers of *SCHOOL LIFE* who desire them may still obtain free copies of the Federal Office of Education series, United States Government Publications Useful to Teachers. Circular numbers and subjects of these publication guides are as follows: No. 28, Geography; No. 48, Science; No. 50, Home Economics; No. 51, Health Education; No. 54, Parent Education; No. 68, Physical Education and Recreation, and No. 78, Work of the Government. Address requests to Commissioner of Education, Department of the Interior, Washington, D.C.

The VOCATIONAL Summary



Home Economics • Agriculture

Rehabilitation

Trade and Industry

REGIONAL agents of the Federal Office of Education agricultural education service were busy during the summer holding conferences with teachers of vocational agriculture in a number of States. At these conferences, which were called at central points by State supervisors of agricultural education, principal topics of discussion were emergency measures put in operation during the past year by such organizations as the Agricultural Credit Administration, Farm Credit Administration, Subsistence Homesteads Division, and the Civilian Conservation Corps. The relation of vocational education to these programs was also discussed. As a result of these conferences, agricultural teachers in the various States are inaugurating classroom instruction in these emergency programs.

Keep courses up to date

From Miss Madge Coble, assistant supervisor of home-economics education for North Carolina, come some interesting notes with respect to changes made in their courses by home-economics teachers in the State, as a result of surveys of needs and conditions of homes in their communities. One teacher who found that families in her neighborhood do practically all of their own sewing is placing special emphasis on clothing construction. Another who discovered that the depression had forced mothers of a number of her pupils to do outside work, thus throwing the burden of home affairs on the daughters, is including a course in home management for first-year girls. Still

another is stressing canning, since she found that only fruits are canned by most of the housewives. The need of year-round gardens is taught by a fourth teacher who finds that many families devote all their time to the raising of tobacco. Special attention has been given also by most of the teachers during the past 3 years to the wise expenditure of money for clothes, food, and furnishings, in order to conserve the family funds.

Federal appropriations

The George-Ellzey Act, which was signed by the President May 21, 1934, authorizes Congress to appropriate for vocational education each year for 3 years, \$3,084,603—\$1,031,020 for vocational education in agriculture, \$1,032,191 for vocational education in trade and industry, and \$1,021,392, for vocational education in home economics. The allotments for agriculture are based upon the ratio of the farm population of the State or Territory to the total farm population in the United States and its Territories; for trade and industrial education, upon the ratio of the nonfarm population to the total nonfarm population; and for home-economics education, upon the ratio of the rural population to the total rural population. This act takes the place of the George-Reed Act, which expired June 30, 1934.

Operators and managers

A new outlet for employment has been opened recently to graduates of vocational agriculture courses in Arizona. In Tucson a corporation set up for the pur-

pose of managing farms acquired in foreclosures and similar transactions by banks, trust companies, and individuals, is placing vocational agriculture graduates on the farms as managers and operators.

They like it

A course of training for hotel employees, carried on in Miami, Fla., in which the instructors are local hotel staff members selected for their experience and given special teacher training, the students are persons in and around Miami, and the training ground is provided in Miami hotels, is proving highly successful. It is sponsored by an advisory committee of the Greater Miami Hotel Association, who cooperate in the instruction program with Charles C. Stoker, supervisor of the Department of Trade and Industrial Education, of Miami, and Bruce V. Davis, coordinator for the Dade County Board of Education.

The hotel fraternity in Miami heartily favors this training plan because (1) it eliminates transportation expense involved in importing employees trained elsewhere, (2) it gives employment to local people, (3) it insures expenditure of their earnings in Miami, (4) it insures good service from employees, who anticipate employment from year to year, (5) local workers are better prepared than outsiders to give information on local activities and points of interest, and (6) local employees can live in their own homes instead of the hotel, take greater interest and pride in the success of the hotel, and are available at any season of the year in an emergency.

Similar courses, which are sponsored by the State Hotel Association, are carried on in a number of other Florida cities.

Project loans launched

Production loans for financing supervised farm practice projects undertaken by boys enrolled in vocational agriculture departments in rural high schools—this is one of the latest developments in the field of agricultural credit. Under this plan vocational agriculture students, who need funds for livestock, seed, fertilizer or similar supplies with which to start a supervised farm project, may obtain them on a group basis in a chapter of the Future Farmers of America or similar organization of vocational agriculture students. Such a group may borrow from a production credit association set up under the Farm Credit Administration through an adult farmer known as an "adult borrower", who will give a "master" note for the total amount and divide it among the student borrowers. This arrange-

ment has been perfected through the cooperation of the agricultural education service of the Federal Office of Education and the Farm Credit Administration.

Project conference

An all-State high-school girls' conference on home projects was held for the first time at Iowa State College during the week of August 20. Girls from vocational home-economics schools in the State, who had done outstanding work and had made significant contributions to their homes through home projects undertaken as part of their homemaking courses were sent to the conference.

Texas towns profit

Diversified programs to train boys and girls in diversified occupations in their home communities, as a part of their school work, have recently been established in four Texas towns—Georgetown, Mount Pleasant, Sinton, and Yoakum. Among the fields in which this training is given are: Banking, salesmanship, embalming, carpentry, electrical work, windmill and farm machinery work, machinery repairing, baking, printing, nursery and floral work, motion-picture projecting, dental assistance work, journalism, jewelry and watch repairing, photography, meat cutting, stone cutting, and blacksmithing. Given practice for a part of the day in one or more of these occupations, students frequently get employment locally in one of these fields upon completion of their school courses. Trade, professional, and industrial establishments in these towns are enthusiastic over the program and have cooperated generously with the school authorities in putting it into practice. The regional agent of the Federal Office of Education for the southern region has assisted in promoting this plan.

Find jobs—Go to school

Even farm boys—graduates of vocational agriculture courses—are finding it difficult these days to secure profitable employment in their chosen field, especially when there is nothing for them to do on the home farm. But in Oregon and several other Western States some of these boys—particularly those in part-time courses—are, with the help of their instructors, conducting surveys for the purpose of searching out possible openings for their services in their own communities. And, having located such openings, these boys, with the further assistance of

their teachers, will base their part-time courses on the types of farming followed on the farms represented in these openings. In Oregon this survey plan is under the direction of the State Supervisor of Agricultural Education, Earl R. Cooley, who has already enlisted the aid of several teachers in the plan. These farm placement studies will uncover among other things, the farms for rent, farms for sale, and farms on which owners are willing to take young men trained in agriculture as partners or assistants. This plan, in which a representative of the Federal Office of Education agricultural education service is cooperating, will be extended to other States as rapidly as feasible.

Coordinator plan

A plan to place a coordinator of trade and industrial education in every industrial center of the State has been formulated by the State Department of Education in Indiana. Under this plan men



Future bakers at school

who have had extensive industrial experience involving supervision and training of workers, will be employed to act as liaison officers between industry and the school offering instruction in industrial education. They will recommend necessary modifications in courses of study to harmonize classroom instruction with actual working practice in the industry; visit places where evening and part-time students are employed and where day-school students are preparing for employment; advise with pupils concerning their preparatory instruction needs; recommend to employers persons who have fitted themselves, through instruction, for employment and advise with industrial officials regarding the proper placement and probable success of those who have entered employment. The liaison officers will also seek adjustments when such seem desirable for the worker and the employer by

helping to promote and organize trade-training classes and by assisting in teaching these classes.

Death takes staff members

In the past 4 months the Office of Education has lost two of its staff members by death—Mr. Arthur P. Williams, agent for agricultural education, and Miss Edith M. Thomas, agent for home-economics education. Mr. Williams died May 31, and Miss Thomas July 11. A graduate of Hobart College and the New York State College of Agriculture, Mr. Williams was successively an agricultural teacher, high-school principal, and State supervisor of agricultural education in New York State, and agent for the Federal Board for Vocational Education, now a part of the Office of Education, which position he held for 13 years. Prior to her service with the Federal Board for Vocational Education, which covered a period of 12 years, Miss Thomas, who was a graduate of Hood College, served as a teacher of home economics in Maryland and as supervisor of home economics in Florida and North Carolina. Both Mr. Williams and Miss Thomas did outstanding work in their respective fields.

Personnel changes

Miss Ella Rose, head of home-economics teacher training in the University of Minnesota, is on sabbatical leave studying at Ohio State University. Dr. Grace Gordon Hood is acting head of the teacher training program in Miss Rose's absence.

Miss Elizabeth Todd, who is a member of the home-economics teacher-training staff at the University of Illinois for the past several years, has been appointed head of the teacher-training work in home economics at the University of Georgia.

W. P. Loomis, formerly with the State Department of Education in Pennsylvania as supervisor of industrial education, has returned to that organization as chief of industrial and continuation education.

E. C. Comstock, State supervisor of industrial education for Alabama, resigned July 1 to accept a position as coordinator of part-time cooperative trade and industrial courses in Jacksonville, Fla., which position he held from January 1 to June 30 under leave of absence from Alabama. E. R. Plowden, coordinator of part-time classes at Paul Hayne Opportunity School, Birmingham, Ala., succeeded Mr. Comstock as State supervisor in Alabama, July 1.

New Books and Pamphlets

[Continued from page 9]

Lists—Lists—Lists

Books of General Interest for Today's Readers, comp. by Doris Hoit. Chicago, American Library Association and The American Association for Adult Education in cooperation with United States Office of Education, 1934. 59 p. 25 cents (from American Library Association).

A list of readable books suitable for use in connection with current adult educational activities and useful to all concerned with problems of book selection.

Students' Guide to Good Reading, a list of some nine hundred books, well worth knowing, enjoyable to read, and largely available in inexpensive editions. Prepared by the committee on college reading of the National Council of Teachers of English. Chicago, National Council of Teachers of English, 1934. 54 p. 15 cents.

Lists classics and modern books of merit, classified, annotated, and priced.

New Ideas for Superintendents

A Handbook for School Custodians, by K. O. Broady, C. J. Ireland, and E. L. Miller. Lincoln, Nebr., University of Nebraska, Extension division, 1934. 82 p. (Educational monograph, no. 4.) 50 cents.

Practical directions for the care of school buildings and grounds and suggested economical procedures.

New Developments in Pupil Report Cards. National Education Association, Educational Research Service. Circular no. 4, 1934. Washington, D.C., National Education Association, 1934. 36 p. forms. 50 cents.

Contents.—New practices in report-card making. Sample forms, illustrating the new practices.

Economical enrichment of the small secondary school curriculum. Washington, D.C. Dept. of Rural Education, National Education Association, 1934. 94 p. 50 cents.

"Assembles accounts of small high schools which have faced their own conditions, assayed their own resources, and devised ways of meeting their needs with what they have."

Trends in Legislation

The Child Labor Amendment; what it is, what it would do; who supports it; answers to objections. New York, National Child Labor Committee, 1934. 20 p. Free.

Essentials of Taxation, by H. L. Lutz and W. G. Carr, Washington, Joint Commission on the Emergency in Education, 1934. 14 p. 15 cents. (From the National Education Association, Washington, D.C.)

SUSAN O. FUTTERER

The Colleges



New Presidents

As the colleges and universities open this fall about 100 new college presidents will assume their duties; last year there were 125 new administrative heads. The turn-over this year has been about 7 percent and is greater among the liberal arts institutions than among other types of higher educational institutions which include the teachers colleges, normal schools, professional schools, and junior colleges.

Many of the new presidents have been appointed effective September 1, 1934, while others, inaugurated during mid-years, have already taken charge. Vacancies created by resignations or deaths in a few institutions have not been filled.

Among the colleges which have appointed new men during the year are:

University of Redlands, California; American University, District of Columbia; University of Illinois; University of Notre Dame, Indiana; State University of Iowa; Friends University, Kansas; Municipal University of Wichita, Kansas; University of Maine; Maryland College for Women; Hood College, Maryland; Williams College, Massachusetts; Olivet College, Michigan; Mississippi State College; Alfred University, New York; Western Reserve University, Ohio; Reed College, Oregon; Dickinson College, Pennsylvania; Norwich University, Vermont; and University of Washington.

Changes in Names

Several colleges have changed their legal names during the past year.

The Agricultural and Mechanical College, Jonesboro, becomes Arkansas State College; John E. Brown College, Arkansas, becomes John Brown University; California Christian College, Los Angeles, becomes Chapman College; Evanston Bible School, Illinois becomes Evanston Collegiate Institute; Colleges of the City of Detroit become Wayne University; St. John's College, New York, becomes St. John's University; Spokane University (a 4-year institution) becomes Spokane Valley Junior College (a 2-year institution); St. Stephen's College (of Columbia University) has become Bard College.

Normal Schools and Teachers Colleges

This year there will be listed in the new educational directory 78 normal schools and 158 teachers colleges compared with 88 normal schools and 148 teachers colleges last year. These figures emphasize the trend in reducing the number of normal schools and increasing the number of teachers colleges by adding another year or two to the established normal schools. One normal school has been taken off the list of higher educational institutions by virtue of the fact that it reports nothing being done in the field of higher education. Nine institutions

classed as normal schools last year have increased their offerings and are recognized as 4-year-degree-granting teachers colleges in the new directory. These institutions include 3 in Maryland at Frostburg, Salisbury, and Towson; 2 in Connecticut at Danbury and New Haven; 1 in New Jersey at Newark; and 3 in Washington at Bellingham, Cheney, and Ellensburg.

Closed Colleges

To date fewer colleges have closed their doors than for the year previous. Those reported include: Burke County Junior College in Georgia, Whitworth College, Miss., Kidder Junior College in Missouri, Davenport College and the Collegiate Institute, in North Carolina (junior colleges). The Missouri Lutheran Synod has also recommended for closing Concordia College, Conover, N.C., Concordia College, Portland, Oreg., Concordia Seminary, Springfield, Ill., and Concordia College, Concordia, Mo.

Junior Colleges

Nearly 100 new junior colleges not previously listed in the Educational Directory will be carried this year. While these are not new in the sense of establishment, they do represent a group of institutions which have in recent years inaugurated at least 2 years of college work and have enrollments of sufficient size to meet minimum standards or better. Inclusion of these institutions will bring the total junior colleges listed to nearly 450.

1935 Educational Directory

The annual Office of Education Directory of Colleges and Universities, including all institutions of higher education, is in press and will be released early in the college year. This directory will include nearly 1,600 colleges, universities, and professional schools. Authentic information is printed concerning address, accreditation, control, undergraduate student body, president's name, departments, deans, and summer sessions in connection with each institution listed.

University of Chicago

The University of Chicago has recently set up an organization to provide for specialization in child development at the level of the Ph.D. The plan furnishes a general background of instruction in the basic sciences contributing to an understanding of child development—psychology, biology, school, and family, and opportunity to specialize—physical growth, mental growth, behavior, nutrition, education, social factors, heredity, and environment.

WALTER J. GREENLEAF

Guidance Faces New Deal

[Continued from page 4]

But in a planned and planning society it is inconceivable that we shall bring up children to such an illusion of free choice. Control over the distribution of workers is as fundamental a concept in social and economic planning as is control over the distribution of producers' and consumers' goods. The social purpose defines each man's role; the individual subordinates himself to the social program.

Full recognition of the importance of the allocation of people to vocations according to fitness and social need will greatly intensify the present effort to discover and measure the various types of abilities. This function bears a vital relationship to the task of social planning, whereas it has been so frequently exercised in futility and frustration in a society which entrusted its welfare to individual self-seeking, that its social significance has rarely been envisaged.

To what agency or agencies of a planned society will fall the responsibility of determining the occupations of its members? It is inevitable that the school must play the major part. Charged with the task of training and developing youth, it is only common sense that the school should be expected to discover and evaluate the talents of the pupil in order that his training may be given a direction which capitalizes his potentialities. A planned society will not tolerate the waste of educating for a given occupation persons who lack native equipment for that work. A planned society conserves and distributes its educational energy for the social welfare.

Such a view implies the exercise of a far more positive, compelling sort of guidance than that which we have known. To the proposal that they accept such a responsibility many thoughtful counselors will reply, "But we do not know enough!" And that is true. In its present immaturity vocational guidance is ill-equipped to assume such a burden. But it must prepare to do it.

To the attainment of this increased stature by guidance, the whole school will have to contribute far more than in the past. All teachers, supervisors, and curriculum-makers must be made conscious of their function of exploring and testing the unfolding human material before them. Far more than we have done, we must make of the school "a miniature community, an embryonic society", "active with types of occupations that reflect the life of the larger society", as envisioned by John Dewey, 35 years ago. Such a school is basic to the function of distributing workers among occupations according to fitness.

New Education Exhibit

THE FEDERAL Office of Education exhibit in the Federal Building at the Century of Progress Exposition is "all dressed up" for 1934.

Allotted more space than last year when thousands of persons heard the talking book tell of education in the United States and witnessed the three large murals portraying education yesterday, today, and tomorrow, the Office of Education this year has endeavored to better convey to the general public just what the schools of today are accomplishing, as well as outstanding educational facts.

If you would know how your State stands in the field of learning, how much it spends per person each year for public education, how much salary your State's teachers receive, what it costs to educate each child in your State per day, how many days each year schools are open to pupils, and much similar information, you can find out at a glance from the new Office exhibit recently assembled at the exposition.

An illiteracy map of the United States, and photographs of activities in schools, including those in the fields of trade and industrial education, vocational agriculture, home economics, and rehabilitation, have been decidedly enlarged and mounted on three huge panels each 40 inches by 6 feet. These panels, among the largest

on exhibit at the exposition, furnish a mural pictorial background for the Office display. The mural, 10 feet long and 6 feet high, of Harrisburg, Pa., junior high school students, is an enlargement by the Pictorial Service of the Army Signal Corps from a negative 4 inches by 5 inches supplied by the Pennsylvania Department of Public Instruction. All other photographs included in the exhibit were splendidly enlarged by the Army Signal Corps Pictorial Service.

Plans for the new Office of Education exhibit were prepared by William D. Boutwell, editor in chief of the Office, and G. A. McGarvey, Office trade and industrial agent for the North Atlantic region. Mr. McGarvey personally supervised the preparation and assembling of the attractive display. Mr. William N. Thompson, a Washington, D.C., artist, who painted the murals, Education Yesterday, Today, and Tomorrow, exhibited last year at the exposition by the Federal Office of Education, did the art work on the new exhibit.

The exhibit is already attracting much attention in Chicago. The unusually large mural of school children and the illiteracy map interests many visitors to the Federal Building. In fact, the mural is one of the largest on exhibit at the present time at the Century of Progress Exposition.



COURTESY ARMY PICTORIAL SERVICE

Part of new Federal Office of Education exhibit at the Century of Progress Exposition before it was recently shipped to Chicago.

California Polytechnic

INSTITUTIONS whose programs of instruction are so flexible that they can be altered at will to suit the vocational needs of their students are still somewhat of an anomaly in this day of standardized educational curricula. Such institutions are to be found, however. The California Polytechnic School, nestled in the hills at San Luis Obispo, is one of them.

And this school, which is now the center of the vocational agriculture program in California, is distinguished for several other features also.

Factors that count

In the first place instruction is provided in two levels. Boys who register from high schools in which no vocational agriculture is taught or who have had no high-school work of any kind are placed in the lower level, while those who have finished 2 years of high school, particularly one where vocational agriculture is taught, are placed in the upper level. As a matter of fact, 90 percent of the pupils enrolled fall in the second class and are therefore qualified to enter the upper level.

Every student enrolled in the school, moreover, is a farmer as well as a student. Animal-husbandry students buy young animals and fatten them for market, or purchase or bring with them breeding animals from which they raise their own calves, barrows, and lambs. The school herds, moreover, provide a source of young stock in the handling of which students learn management practice. In the same way, also, students in dairy-husbandry courses buy calves which they raise to salable age or breed heifers or cows, which they milk to help pay their tuition and other expenses, and which they later take home with them as foundation stock for their own farming operations.

Loan fund helps

Every effort is exerted to assist the student in completing his course, even to the extent of financing his projects. And when it is remembered that students frequently have as many as 200 market hogs, 50 steers, and 60 lambs in the feed lot at one time; and ownership in 25 to

★ W. T. SPANTON, *Agricultural Education Agent, Tells of Flexible Courses to Meet Vocational Needs of Farmer Students at San Luis Obispo Institution*

40 dairy animals, poultry flocks numbering several thousand birds, and hundreds of dollars' worth of crops, shrubs, and flowers, the need for occasional financial assistance will be apparent.

For this purpose a revolving "project" fund of \$10,000 is maintained by the school, from which students may borrow just as they would from a bank by signing a note and a contract, for which the project is the security. The loan bears interest and in addition the student agrees to return 33 percent of his gross profit to the revolving fund.

Certificates issued

Polytechnic is a non-degree granting institution. Instead of a diploma pupils are given a "certificate of accomplishment", which shows exactly what they have proved themselves capable of doing. A student may be proficient in from 1 to 4 different agricultural enterprises. Whatever his capabilities, they are all listed on his certificate.

Two years of resident upper-division work are provided. As his third year of

agricultural instruction the student undertakes a commercial agricultural enterprise, either on his own home farm, or as the manager of an enterprise on the farm of another. Under the latter arrangement the certificate of achievement is withheld until his apprenticeship is completed, when the owner, manager, or foreman of the farm on which the boy has been employed certifies his proficiency. Boys who desire commercial practice in dairy manufacturing are sent to two local dairy manufacturing plants, both of which are branches of State-wide dairy companies. Needless to say, the signature of the plant manager of one of these establishments is the finest kind of recommendation for the young man who seeks employment in the dairy manufacturing field.

Courses flexible

Under the system of instruction obtaining at the San Luis Obispo school, it is obvious that courses of instruction can be planned to fit the vocational needs of the students. New courses can be added or old courses altered at a single faculty



Before the Los Angeles Show. Seven California Polytechnic School students pose with their market steers. The one on the extreme right won the blue ribbon.

meeting. Last fall, for instance, when the training level of entering students was found to be considerably higher than expected, the resident instruction was immediately "stepped up" to meet the situation.

Few standard textbooks are used, a maximum of instruction being based upon up-to-the-minute bulletins on crops and livestock production and latest reports on changing market and economic conditions and varying consumer demands.

Students run farm

The operation of the school farm of 1,400 acres is arranged to insure the active participation of students. To carry on the major enterprises of the farm—beef cattle and dairy cattle production—only two paid employees are used: A full-time beef cattle herdsman and a part-time dairy herdsman, and both of these men are on the teaching staff also. For the general farm work of harvesting several hundred acres of grain, keeping up roads and fences, operating pumps for the irrigation system, and similar jobs, three farm laborers are employed, and even in this work students participate. All other work on the farm is done by the vocational students, of which there are now 100. Nor is any boy permitted to complete his course without first demonstrating his ability in all forms of farm carpentry and agricultural mechanics, handling of teams, and driving tractors in all the farm operations of plowing, seeding, harvesting, tilling, and irrigating. Students in the poultry husbandry courses have entire charge of the school poultry plant of 3,000 birds. They raise meat birds for sale, produce hatching eggs, or rent laying hens from the permanent school flock for the period of their matriculation. Horticultural students raise vegetables and truck crops for wholesale or retail trade or for the school cafeteria, and shrubs and ornamentals for the campus and the nurseries.

Produces leaders

Back of the training at the California Polytechnic School is the desire to produce agricultural leaders who can raise the standard of agricultural production while they raise themselves a living, and who will set an example in farming efficiency on their own farms, rather than take jobs as agricultural experts. The school takes the view that while we have almost reached the saturation point in agricultural specialists in publicly-supported jobs, there is an unlimited field for better farmers who cannot only help themselves but can assist in helping their neighbors.

Services State-wide

Not satisfied with merely its campus training program, which equips resident students for their place in the farming industry, the school multiplies its service by reaching out through correspondence, personal visitations, and group conferences, to the 200 Smith-Hughes agricultural teachers of the State.

Carrying its service a step further the San Luis Obispo institution opens its doors to cadet teachers who spend a half year there working with the school faculty and familiarizing themselves with agricultural principles and practices, many of which they may have forgotten in their 4 years of college or university training. The school is the center, also, for the annual summer conferences and courses for teachers of vocational agriculture in the State.

To complete the cycle of service for farmers and prospective farmers, the school provides headquarters for the State Association of the Future Farmers of America, the national organization of boys studying vocational agriculture. State conventions, judging contests, and educational programs carried on by this organization are held on the campus in the kind of atmosphere guaranteed to give F.F.A. members new inspirations for agricultural achievement and leadership.

Training effective

Proof of the effectiveness and quality of the instruction provided in the school is afforded in the showing made by students in livestock contests. At the recent Great Western Livestock Show at Los Angeles, Polytechnic students captured three grand championships in the market animal contest; exhibited the grand champion steer of the open show, the grand champion barrow and pen of barrows of the open show, and the reserve grand champion lamb of the open show. And this in the face of the fact that among their competitors were students of the Oklahoma Agricultural and Mechanical College and leading commercial breeders of California, Oregon, and Washington.

Athletics, too

It might appear from this brief outline of the activities of Polytechnic that students do nothing but work. On the contrary opportunity is provided for participation in athletics and recreational activities. Last fall, the football squad finished the season undefeated, unscored upon and untied, after having met every junior college team in the State league, two outside junior teams, the freshman

team of the Fresno State College, and the varsity team of the Santa Barbara State College.

Good leadership

Under the leadership of Julian A. McPhee, who since last fall has held the dual position of director of the school and State supervisor of agricultural education, Polytechnic is taking its place as a valuable unit in the agricultural education system of California. Within the space of a few short months it has become the centralizing agency of the State Department of Education for all vocational agricultural education and Future Farmer activities in the State.

★ Teacher Salary Loans

ANNOUNCEMENT of a \$22,500,000 loan by the Reconstruction Finance Corporation for payment of Chicago school-teacher salaries has resulted in additional inquiries regarding loans addressed to both the Federal Office of Education and the Reconstruction Finance Corporation.

Those desiring further information about such loans are referred to R.F.C. Loan Agency Bulletin No. 349.

This bulletin informs prospective applicants "to submit their applications to the Washington office of the Reconstruction Finance Corporation, stating (1) name of the applicant, (2) amount of loan desired, (3) type of obligation offered, and (4), in detail, the collateral security offered in addition to obligations supported merely by the taxing power of school districts or other municipal authorities in charge of schools."

Applicants will then be informed whether or not they are eligible for loans; and if so, how they should proceed in submitting necessary additional information in connection with applications.

★ Radio Programs

THE following series of educational broadcasts have been announced by the National Broadcasting Company to begin during the first week in October:

Public Health,

Tuesday, Oct. 2, 4:15 p.m. EST.

Economic Series,

Thursday, Oct. 4, 10:30 a.m. EST.

Damrosch Music Appreciation Hour,

Friday, Oct. 5, 11:00 a.m. EST.

Art in America,

Saturday, Oct. 6, 8:00 p.m. EST.

New Government Aids For Teachers



ORDER FREE PUBLICATIONS *and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D.C., inclosing remittance [check or money order] at time of ordering*

PLANNING a Subsistence Homestead. 20 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1733.) 5 cents.

Helpful suggestions as to ways in which many families with small incomes can lower their living costs by living on a small piece of land and growing their own food. (Homemaking; Agricultural economics.)

Ratification of the Twenty-first Amendment to the Constitution of the United States. 23 p. (Department of State.) 5 cents.

Contents: Proposal of the twenty-first amendment; action by the States; certificate of the Acting Secretary of State; proclamation of the President; tabulations of State action; joint resolutions proposing amendments; consummation of ratification; form of the certificate; amendments heretofore proposed in 1789, 1810, 1861, and 1924. (History; Civics; Political science.)

Code of Fair Competition for the Private Home Study School Industry. Code No. 447. (National Recovery Administration.) 5 cents.

Price Lists (free): Publications of the United States Geological Survey—Geology and Water Supply, No. 15; Engineering and Surveying—Leveling, Triangulation, Latitude, Geodesy, Tides, Terrestrial Magnetism, No. 18; Army and Militia—Aviation and Pensions, No. 19; Forestry—Tree Planting, Wood and Lumber Industries, No. 43. Health—Diseases, Drugs, and Sanitation, No. 51; Maps, No. 53; Mines—Explosives, Fuel, Gas, Gasoline, Petroleum, No. 58; Concrete, Iron, Electricity, Light, Clay, Metric System, No. 64. (Government Printing Office.)

Workers in Subjects Pertaining to Agriculture in State Agricultural Colleges and Experiment Stations, 1933-34. 110 p. (Department of Agriculture,

Office of Experiment Stations, Miscellaneous Publication No. 180) 10 cents.

Directory of officers of the Association of Land-Grant Colleges and Universities, and the names of persons directly engaged in teaching, research, or demonstration in agriculture and home economics in agricultural colleges and experiment stations. (Agriculture; Research; Library science.)

Standards of Prenatal Care—An outline for the use of physicians. 4 p., chart. (Department of Labor, Children's Bureau, Publication No. 153.) 5 cents. (Public Health; Parent education; Home economics.)

Hot Springs National Park, Ark. 23 p., illus. (Department of the Interior, National Park Service.) Free.

School Lunches—with recipes to serve 50 children. 13 p., mimeog. (Department of Agriculture, Bureau of Home Economics.) Free. (Home economics; Health education.)

A Study of Rural School Library Practices and Services. 105 p., illus. (Department of the Interior, Office of Education.) Free.

Films

(NOTE.—Because of the demand for educational films by the C.C.C. camps, school officials who wish to use films this year should make application as early as possible)

The following films may be borrowed free from the Office of Motion Pictures,

Extension Service, United States Department of Agriculture, except for the cost of transportation:

Pines from Seed to Sawmill. Two reels.
Forestry the Sand Hills. One reel.
Wood Wisdom. One reel.

Film strips

The following list of film strips gives some of the material on home improvement available from the Bureau of Home Economics, Department of Agriculture, at 35 cents each.

Making Hooked Rugs. No. 320.
First Aid in Window Curtaining. No. 209.
Livable Living Rooms. No. 285.
Consider the Children in the Home. No. 315. (See illustration.)
Good Posture for Health and Beauty. No. 252.

Map

Recreational Map of Colorado. 12 by 8 inches. (National Park Service.) Free.

A cartoon, pocket-size map of Colorado, the first of a series of National Park Service Recreational maps to be issued by States. Brief descriptions of Rocky Mountain National Park, Mesa Verde National Park, and the national monuments located in Colorado, are given on the reverse side of the map.

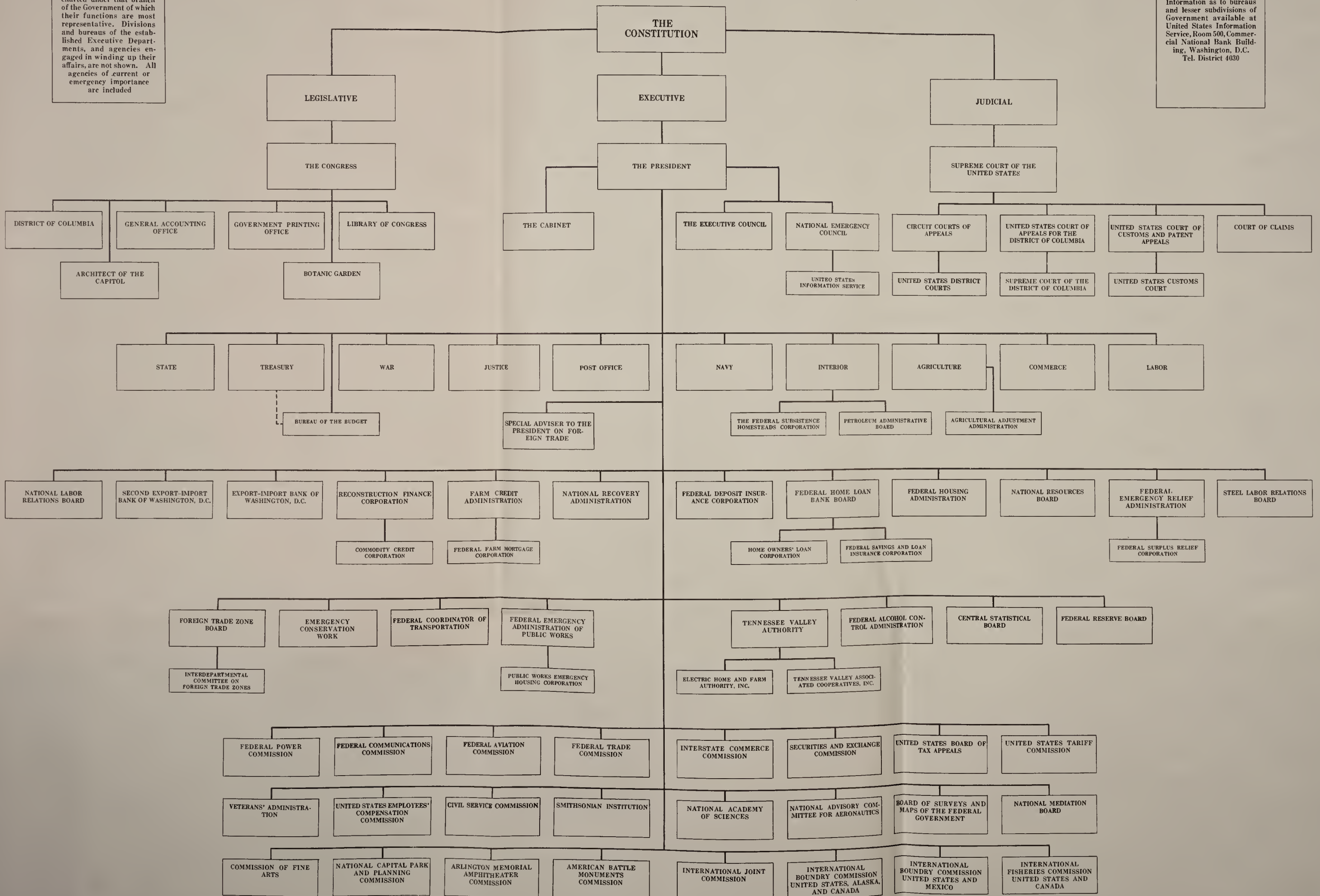
MARGARET F. RYAN

THE UNITED STATES OF AMERICA

THE FEDERAL GOVERNMENT

This chart is prepared for general informational purposes. It seeks to show the more important agencies of the Federal Government, charted under that branch of the Government of which their functions are most representative. Divisions and bureaus of the established Executive Departments, and agencies engaged in winding up their affairs, are not shown. All agencies of current or emergency importance are included.

Information as to bureaus and lesser subdivisions of Government available at United States Information Service, Room 500, Commercial National Bank Building, Washington, D.C. Tel. District 4030



The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries

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They're OFF!

• We have good news for you. All of the monographs reporting findings of the national survey of secondary education are off the press, and many orders are being filled by the Superintendent of Documents in Washington. The complete set of 28 Federal Office of Education bulletins is now available at only \$5.05.

(An average cost of 18 cents per bulletin of 157 pages)

• Request your secondary survey monographs today and in this tercentenary secondary education year read of progressive practices throughout the country.

The complete listing of monographs, number, title, and price, is as follows.
Order by check or money order requesting Bulletin 1932, No. 17,
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1. Summary. -425 cents}-
2. The Horizontal Organization of Secondary Education—A Comparison of Comprehensive and Specialized Schools. -425 cents}-
3. Part-Time Secondary Schools. -410 cents}-
4. The Secondary-School Population. -410 cents}-
5. The Reorganization of Secondary Education. -450 cents}-
6. The Smaller Secondary Schools. -420 cents}-
7. Secondary Education for Negroes. -415 cents}-
8. District Organization and Secondary Education. -420 cents}-
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26. Non-Athletic Extracurriculum Activities. -420 cents}-
27. Intramural and Interscholastic Athletics. -415 cents}-
28. Health and Physical Education. -410 cents}-

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SCHOOL LIFE



October

1934

Vol. XX • No. 2

**NOVEMBER
5-11**



IN THIS ISSUE



**AMERICAN
EDUCATION WEEK**

Aid for Federal Aid Debaters • What's Ahead for Higher Education • Our Graduates
Outlook for Negro Education • Measurement Today • American Education on the March
Vocational Summary • Consumer Education Aids • Schools Report • On the Air

Official Organ of the Office of Education

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Homemaking Education

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Native and Minority
Group Education

Vocational Education

Parent Education

Physical Education

Rehabilitation

Teacher Education

Health Education

Industrial Education

Educational Tests and
Measurements

Foreign Education

Adult Education

SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U.S. Department of the Interior, Washington, D.C.

American Education Week

November 5 to 11

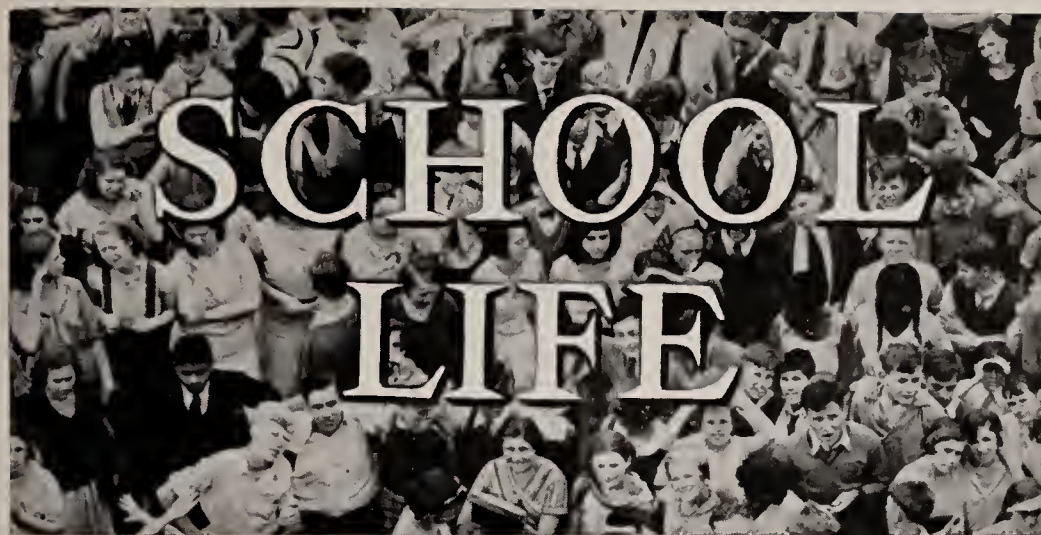
FROM the deepest desires of our people education draws its strength. Schools exist and teachers teach because parents count education the most precious gift with which they can endow their children.

All men recognize these truths. Yet the real reasons why we do what we do often become lost in the bustle and specialization of modern life. For this reason the Federal Office of Education 14 years ago sponsored an annual week during which citizens, teachers, and children would think and talk about education and its place in our life. This celebration is called American Education Week. While other special weeks have been forgotten it has continued. Each year it has grown in favor among our people.

This year American Education Week will be celebrated November 5 to 11. I urge that all schools from nursery schools to universities throw wide their doors and issue special invitations to citizens to come and see their classes at work. I urge that associations of citizens, women's clubs, service clubs, fraternal organizations, and trade unions plan special meetings devoted to education, its contributions as well as its problems. I urge, moreover, that associations foster visits to schools.

Education is one of the first tasks our people decided to undertake co-operatively. Looking back over 100 years we can take pride in the increasing skill with which our shared obligation has been discharged. Now we stand at the crossroads of new paths toward the American dream. Let us—citizens, teachers, and pupils—consider during American Education Week this year what help we shall expect of education in molding our Nation in the image of our American ideals.

J. W. STUDEBAKER
United States Commissioner of Education



For October • 1934



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The cover sketch for this issue of SCHOOL LIFE was made by William Thompson,
New York Academy of Design

Since Last We Met

The chart showing the organization of the Federal Government that was enclosed in September SCHOOL LIFE was furnished through the courtesy of the National Executive Council.

Due to the F.E.R.A. emergency education program, there will be twice as many adults entering classrooms this fall as there are college students.

Dr. Zook, former United States Commissioner of Education, much refreshed from 2 months' vacation in Europe, has begun his work as Director of the American Council on Education.

A visiting textbook salesman reports his company working day and night shifts. Orders are up about 20 percent.

Suggested continuities for six local school-sponsored broadcasts up to and including American Education Week have been sent to school superintendents in 300 radio-station cities. It was Department of Superintendence President Oberholtzer's idea. The Office of Education cooperated.

This came from a rural school teacher: "With 43 pupils, there was not a foot of usable blackboard, not a shade, picture, musical instrument, mimeograph, or any playground equipment. In fact, the pupils' desks and the 43 mites of eager humanity and a teacher is what comprised the school."

Measurement Today notes on new developments in the testing field by Dr. David Segel will appear regularly in SCHOOL LIFE. See page 45.

Time (Sept. 17) and the New York Times (Sept. 16) both carried excellent articles on the emergency educational program for the coming year.

How last summer's drought is now affecting education appears in collected reports of State superintendents and other school leaders, just issued by the National Education Association.

"Skipper" Allen

DR. CHARLES R. ALLEN, familiarly known to his intimate friends as "Skipper" Allen, was born in New Bedford, Mass., August 6, 1862. At the early age of 2 years he arrived in the city of Washington to visit his father then in command of Fort Bunker Hill, one of the forts surrounding the capital city during the Civil War.

His early education was received at Friends Academy and High School, New Bedford, Mass. He graduated from Massachusetts Institute of Technology in 1885, with a degree of B.S. He took postgraduate work at Johns Hopkins in 1893, and received his M.A. degree at Harvard in 1903. In 1927 he was granted an honorary degree of doctor of science in industrial education by the Stout Institute, Menominee, Wis.

Dr. Paul H. Hanus, of Harvard, says: "Allen began by being a pioneer in the field of vocational education; he has become an outstanding leader in that field. Both by his writings and by his practical guidance of workers in vocational education and in vocational activity he has rendered inestimable service to the cause to which he has devoted himself, and so to the Nation. His untiring industry and his quietly aggressive advocacy of policies and practices that his common sense and his uncommon sense judged to be sound have placed us all under lasting obligations to him."

Allen's actual experience in educational work began at the Massachusetts Institute of Technology as assistant to Professor Gibbs. Later, at New Bedford, he taught in the high school, in evening schools, and was then appointed director of the New Bedford Independent Industrial School. Subsequently, he was made State supervisor of trade and industrial education for Massachusetts. During the World War he was assistant superintendent of training for the Emergency Fleet Corporation, and since November 1918 he has been almost continuously a member of the staff of the Federal Board for Vocational Education and the Federal Office of Education.

On August 31 Dr. Allen was retired from the staff of the Vocational Division

★ A TRIBUTE to a Pioneer in Vocational Education Upon His Retirement—By J. C. Wright, Assistant Commissioner for Vocational Education

of the Office of Education where he had served for many years as educational consultant. It is appropriate on this occasion that we review the qualities of leadership which have caused him to be so universally known and appreciated by members of the educational profession—especially those in the field of vocational education.

Student and teacher

For threescore years and ten Allen has possessed an inquiring mind in the field of human activities. His New England Yankee conservatism is perhaps responsible for his leaning toward practical subject matter as a student. However, those who know him best have frequently discovered an underlying knowledge of

the classics and history extending far beyond the grasp of the average student.

Professionally, Charles R. Allen is first of all a teacher. He possesses a working command of all the skills which the teacher needs to impart instruction and training to his pupils and, in addition, "that something" which has made him eager and willing to help others along the pathway of life. The successful teacher cannot terminate his unfinished labors with his pupil at the close of the classroom period and then resume them the following day. Allen is not that kind of a teacher. Inquiring pupils wanting additional help have always found him, even in the later years of his life, ready to give up his leisure time in afternoons and evenings, even into the small hours of the morning, in order that he and those who had come to him for help might have a clear understanding.

Many teachers have failed by being unable to separate the whole into its several parts, and to present these parts one by one to their pupils. To Allen not only was "omnia Gallia in partes tres divisa est", but even these three parts were in turn capable of being subdivided into more elementary units for the purpose of evaluating each part in the program or its influence upon the problem to be solved. Truly, if job analysis was not invented by Allen, it at least was developed by him as an educational tool and applied to the training of teachers in trade and industrial education, and to the improvement of foremen in industry.

Philosopher and critic

Allen has always been a pioneer in vocational education, and every pioneer must have a philosophy which guides and directs his steps in his pioneering efforts. Like other philosophers and pioneers he has hewn new trails in the uncharted fields for those who came after him to



The Skipper, Dr. Charles R. Allen.

follow, and thus to make their dreams come true.

A consultant must have a judicial mind. He must be unselfish. He must be an analyst. He must have an apperceptive base by which to evaluate facts and eliminate unessential information. All these are qualities which Allen possesses in a high degree. If after more than 20 years' acquaintance with him I were to designate his weakness, I would say that it is his tendency too often to erase from the picture his personal interests, his personal pleasure, and the chance for personal profit from the many opportunities which have come to him in a professional consulting capacity.

Few of us like to be criticized. We hope our efforts will be accepted and the Biblical commendation, "Well done, thou good and faithful servant", pronounced upon us. We like to know that our conclusions have been evaluated by a critical mind so that if they are not justified we may correct any errors in our thinking. The job of being a critic is not an easy one since it involves not only the ability to evaluate but even to a greater degree the ability to suggest the remedy without offense. Dr. Allen is a fearless critic. He has trained himself to follow a logical line of reasoning from cause to effect, and he shows patience, tact, and human sympathy in offering constructive suggestions to his pupils and fellow workers.

Leader—Author

Allen has always been a leader. Whenever he pauses in his travels his friends begin to gather round him. In the office, in the hotel, on the train, in the classroom, or on the street, he is always ready to pause for the purpose of listening to their problems, giving his viewpoint, and exchanging ideas and comparing experiences. It is doubtful whether there exists today any one person in the educational field who possesses more followers among teachers, supervisors, and administrators, both in educational work and in industry, than does Charles R. Allen.

As an author Allen has attained a marked degree of distinction, not so much because of the number of books which have been issued under his name alone, but because of the number of books which have been issued with him as a joint author, in the writing of which he generously shared his philosophy and experience with his coauthor. And I must confess to receiving a major share of such assistance in publishing four books with him. In addition to being an author and a coauthor, Allen has also been an inspiration and consultant to many others who

have issued publications under their own names with an acknowledgment to him for his advice and assistance.

Skipper

While connected with the shipbuilding program during the war Dr. Allen was located at the Newport News Shipbuilding and Dry Dock Co.'s yards. He worked untiringly and ceaselessly from early morning until late at night. He applied himself to the task of teacher-training so that we might have more and better ships. His pupils came from shipyards all over the country. More than 88,000 workers in all were trained in this program before Armistice Day. Allen lived with the men, worked with them, and endeared himself to all of them. It was here that he gained the title of "Skipper"—a title of endearment, a title that has been continued among his friends throughout the remaining years as one of honor and affection.

However, Allen has earned the right to be called "Skipper." For many years he owned and sailed a yacht on the Atlantic Ocean and the waters along the New England coast. During the wee small hours of the night when surrounded by his close friends, he frequently spins, as the old sea captains used to do, yarns of the days when he traveled under sail. In later years he has owned a more ornate mahogany-constructed cabin cruiser on the Potomac River, which does not use sails but is propelled by gasoline, and on many occasions I have heard the "Skipper", voicing his contempt of the modern engine-propelled ship, express the wish once more to sniff the salt air and feel the deck of his old sail-driven yacht under his feet.

I can make the statement without fear of challenge that Charles R. Allen possesses only friends among his acquaintances. He can have no enemies because he does not make them. Being unselfish, being always willing to help the other fellow, and being in a position where the other fellow is usually anxious to receive his help, there is no occasion for other than friends among those who know him.

Allen's retirement is automatic. It is not due to any lack of capacity or physical ability on his part to continue to serve the cause of vocational education for many years to come, nor is it due to any feeling upon the part of those with whom he has been associated that his services are no longer required. He has helped many of us to climb to higher levels in our professional careers, but in so doing he has always remained in the forefront as a student, a teacher, an analyst, a philosopher, a consultant, a citizen, or a friend.

Publications



THE Federal Office of Education announces the following new publications issued and available from the Superintendent of Documents, Government Printing Office, Washington, at the prices listed:

Statistics of State School Systems, 1931-32, Bulletin 1933 No. 2, Chapter 1, Price 10 cents.

This chapter of the Biennial Survey of Education in the United States: 1930-32, supplies interesting information such as average daily enrollments in elementary and secondary schools; school revenue receipts; comparison of current expenses by States; value of school property; school debt; school expenditures; length of school term; number and sex of teachers; income from Federal Government; number of school buildings; maintenance costs, etc.

Teachers' Problems With Exceptional Children, Part III, Mentally Retarded Children. Pamphlet No. 49, Price 5 cents.

This 42-page pamphlet, one of a series of three on Teachers' Problems With Exceptional Children, explains that 450,000 of the pupils in elementary grades are mentally retarded to such a degree that they require special education to make the most of their possibilities. It asks typical questions teachers ask about this phase of education, and endeavors to supply helpful answers.

Statistics of High Schools in Larger Cities, Pamphlet No. 53, Price 5 cents.

Reports the numbers of schools, teachers, and pupils in junior, senior, junior-senior, regular 4-year, and vocational or trade schools for cities from 10,000 population to those of 100,000 population or more.

Optometry, Guidance Leaflet No. 22, Price 5 cents.

One of a series of Office of Education guidance leaflets on college counseling and advising for the professions. This leaflet discusses optometry as a career, the development of the study, training, student expenses, and schools offering optometry training.

Institutions of Higher Education in Norway, Bulletin 1934, No. 2, Price 10 cents.

The Office of Education division of foreign school systems has produced this publication. Students of comparative education, college and university authorities, and others will find it worthy of their attention.

Bibliographies

Good References on Language Handicaps of Non-English Speaking Children, No. 23. Free from Office of Education.

Good References on Transportation of Pupils at Public Expense, No. 24. Free from Office of Education.

Aid For Federal Aid Debaters

HUNDREDS of requests for sources of information on this year's national high-school debate subject have reached the Federal Office of Education in recent weeks. To help high-school debaters and debate coaches in their search for published information, the Office of Education has had this list of helps prepared. The debate subject this year in high schools and junior colleges is: *Resolved That the Federal Government should adopt the policy of equalizing educational opportunity throughout the Nation by means of annual grants to the several States for public elementary and secondary education.*

The September issue of *SCHOOL LIFE* listed 18 references for use of Federal aid to education debaters. Twenty-four additional sources of information on the debate subject are:

Hill, David Spence. Federal aid to higher education. *In his* Control of tax-supported higher education in the United States. New York city, Carnegie foundation for the advancement of teaching, 1934. p. 385 p.

No page references are given as numerous sections contain valuable information. Consult the index under subject: Acts of Congress; Department of education Emergency relief; Federal control; Land-grant colleges; Land grants; National advisory committee on education; Participation in education; etc.

Joint commission on the emergency in education. Federal government and education. *In* National conference on the financing of education. Report. 1933. p. 75-78. Washington, D.C., National education association, 1933.

Summary of the above in the Elementary school journal, 34: 81-83, October 1933.

Kalbach, Lewis A. Education bills before Congress. *In* *SCHOOL LIFE*, published by the United States Office of Education each month during the school year. (\$1 per year—10 issues.)

Summarizes the legislation affecting schools presented in the House and Senate during the month, with a brief introduction describing the important bills.

Keesecker, W. W. Digest of legislation providing Federal subsidies for education. Washington, United States Gov-

★ MARTHA R. McCABE of the Office of Education Library Prepares Bibliography on Federal Aid to Education, National High School Debate Subject

ernment printing office, 1930. 52 p. (U.S. Office of education. Bulletin, 1930, no. 8. Price 10 cents.) Bibliography: p. 42-52.

Keith, John A. H. Results of Federal aid to education. Social forces, 305-14, December 1926.

Gives a short historical sketch of what the Federal government has done for education, and from this approach, formulates the results of such aid.

Kent, R. A. The implications of Federal aid to education. School and society, 40: 337-44, September 15, 1934.

Presents a survey of facts as to what Federal aid has done for education, and what it is now doing; emphasizes the factual aspects and not the controversial side of the question.

Lischka, Charles N. Federalizing education. National Catholic welfare conference review, 12: 23-24, June 1930.

Enumerates some of the common arguments used for and against Federal participation in general education.

Mort, Paul R. The National government must take part in financing education. Nation's schools, 1 3: 20-22, January 1934.

States that Federal support for public education is inevitable as proven by the National survey of school finance findings. Analyzes the situation in 32 States.

——— National support for our public schools. Progressive education, 10: 441-43, December 1933.

Gives the reasons why it has been so difficult to finance education throughout the country; and shows why he thinks Federal emergency aid is essential at this time.

Macdonald, Austin F. Federal aid to the States. National municipal review, supplement, 17 619-24, 651, October 1928.

Gives history of Federal aid from the Weeks Act in 1911 on, with amounts in different years to the several States.

National advisory committee on education. Federal relations to education. Report ... Part I. Committee findings and recommendations. Part II. Basic

facts. Washington, D.C., The Committee, 744 Jackson Place, 1931. 2 v.

Part I presents the general educational situation in the Federal Government, its responsibilities, relation to education in the States, the issues, general policies, governmental organization, etc. Part II, prepared by D. S. Hill and W. A. Fisher, shows the educational situation as to its legal and historical development, education in the States and in special fields and with indigenous peoples, the Federal mechanisms for education, etc.

National Education Association. Department of superintendence. Official report, 1934. Washington, D.C., The Association, 1934.

Contains material, by several educators, concerning Federal aid to education.

National education association. Research division. Emergency Federal aid for education; a review of the evidence. Washington, D.C., The Association, 1934. 16 p.

Shows the economic background of the school emergency, the conditions in the public schools in 1933-34, and the educational load for 1934-35, with the outlook for school revenue. Valuable tables.

Norton, John K. The ability of the States to support education. Teachers college, Columbia university, New York city.

General treatment of the question, with list of additional references.

Reisner, Edward H. Antecedents of the Federal acts concerning education. Educational record, 11: 196-207, July 1930.

General information.

Russell, William F. Federal aid—boon or bane. Teachers college record, 35: 541-52, April 1934.

In favor of the program for Federal emergency aid to schools agreed upon, the six-point program, with emphasis on the third step, the "advanced step."

Should Federal funds be spent for education? Senator George opens the fight. Congressional digest, 13: 35-54, February 1934.

[Continued on page 31]

Bobby Jones, who Uses a Hoe Instead of a Mashie, Tells Legislators about Vocational Education for Farm Boys



A Schoolboy Spoke and Congressmen Listened



FUTURE farmers are versatile. They can plow a straight furrow, plant corn, cooperate in forming an association for marketing their farm produce, lead an F.F.A. chapter or association meeting—yes, even testify before a congressional committee. One of them—seventeen-year-old Bobby Jones—did just that recently. As president of the 80,000-member Future Farmers of America, composed of boys studying vocational agriculture in the United States, he appeared before the Committee on Education of the House of Representatives. He reviewed for them the program of vocational agriculture set up under the Smith-Hughes Act. And when he had finished committee members plied him with questions. To show what a good job he did in testifying for vocational agriculture, SCHOOL LIFE here reproduces excerpts from his testimony:

The Chairman. From your experience with your organization and the workings of this vocational system, do you find that the movement is back to the farm, or away from it back to the cities?

Mr. Jones. The movement is back to the farm.

The Chairman. Is that a marked movement at the present time? You would know about that, wouldn't you, as you found them through experience in your organization. Is the movement today back to the farm or away from it to the city?

Mr. Jones. It is back to the farm.

The Chairman. In any great degree?

Mr. Jones. Yes, it is. The farmer is realizing, I think through vocational agriculture and through his leadership in Future Farmer work that the basic industry is agriculture.

Mr. Ellzey. Would you mind telling this committee some of the few practical lessons you are taught in your classroom?

Mr. Jones. Well, the instructor gives valuable information as to livestock, for example, how to feed them correctly a balanced ration, as to marketing crops, and in using the best fertilizer and scientific methods that are possible.

Mr. Carter. You said before a boy could get the third degree, or to the third level he would have to select a project and realize a certain amount of money on it, \$200.

Mr. Jones. Yes.

Mr. Carter. What did you choose for your project?

Mr. Jones. The first project I chose was a swine project, and then later I did a potato project, and a corn project, and a sheep project.

Mr. Carter. In those projects did you keep a complete account of them?

Mr. Jones. Yes, sir.

Mr. Carter. Of every item spent and the cost of production?

Mr. Jones. In a detailed account.

Mr. Carter. Showing the profit or loss, as the case might be?

Mr. Jones. Yes.

Mr. Carter. It teaches you practical bookkeeping knowledge?

Mr. Jones. Yes.

Mr. Carter. The other farmers have not been trained that way—do not keep such books ordinarily?

Mr. Jones. Not ordinarily, but there are a few that are.

Mr. Bailey. When did you start your first project?

Mr. Jones. I started my first project in the fall of 1929.

Mr. Deen. How have your results run as far as profits and losses are concerned from 1929?

Mr. Jones. The results have been favorable.

Mr. Deen. Have your profits decreased or increased?

Mr. Jones. They have increased.

Mr. Deen. They have increased?

Mr. Jones. Yes.

Mr. Carter. You went to the high school in town that is about 2 miles from your home, I suppose?

Mr. Jones. Yes.

Mr. Carter. I was wondering whether any of the boys that lived directly in the town become interested in this work?

Mr. Jones. Yes; they do.

Mr. Carter. And establish projects, perhaps?

Mr. Jones. In our local chapter this year at present the boys who live in town have become so interested

in it they have gotten a plot of ground to raise potatoes and also livestock. All the boys live in town and carry on their project and are very much interested in the organization.

The Chairman. Do you regard the running of a farm as a difficult proposition?

Mr. Jones. Well, it is a difficult proposition if you are not trained for it.

The Chairman. What is there in the running of a farm that a practical farmer would be unable to teach you, that you would be able to learn in a vocational training school?

Mr. Jones. I think the main issue is that you learn cooperation and organization. In my mind, those are the three big things of today—education, cooperation, and organization.

The Chairman. What education would you get in the improved raising of hogs, for example? Is there any great difference between the method of raising hogs today from that which was followed, say, 100 years ago or 50 years ago?

Mr. Jones. Yes, indeed. There have been experiments carried on through experiment stations that found out the balanced rations for livestock, and the best methods of raising stock and crops that the older farmer would have had no knowledge of at all.

Mr. Fletcher. Do you think the farmer today has much chance of surviving economically without training?

Mr. Jones. No; I frankly do not.

The Chairman. Do you have in these vocational schools much practical work of the farmer as a part of the school work?

Mr. Jones. Yes.

The Chairman. What is that? What is the work that you will be called upon to do as part of your vocational training?

Mr. Jones. You must carry on your own project. That is definitely stated in the rules of our organization, with this provision: The program is supervised by your teacher, but you carry on the manual work and all of the labor that is connected with your project.

The Chairman. In other words, as regards your hog program just as in farming, you carried it out under supervision and did the practical work?

Mr. Jones. Yes.

Mr. Bailey. Under the school or under the organization?

[Continued on page 33]

What's Ahead for Higher Education

THE school year 1934-35 will be a period of holding their own among institutions of higher education, to judge from reports just summarized in the Office of Education.¹ Few great increases or decreases in funds are expected from the year before. Teaching staffs and their salaries will remain practically stationary. Tuition rates will undergo very little revision.

This is the third year for which this survey has been made. For 1932-33 a slight decrease in receipts and expenditures was predicted on the basis of reports from 268 schools. For 1933-34, reports from 348 schools indicated another decrease, somewhat heavier than that anticipated by the schools reporting for the previous year. For 1934-35 reports from 504 institutions indicate a change of less than 1 percent in either receipts or expenditures. (See table 1.)

Under date of June 25, 1934, approximately 950 institutions of higher education (not including junior colleges) were asked for a statement of their financial operations for 1933-34 and their anticipated operations for 1934-35. Some questions were also asked regarding indebtedness, number and salaries of staff members, and other matters of a financial nature.

Up to August 31 replies had been received from 505 institutions, representing every State and Alaska. Those in continental United States included 366 universities and colleges (93 publicly controlled and 273 under private control) and 138 teacher-training institutions. Forty-two of these schools are for Negroes only.

In 18 percent of the schools reporting, the 1934-35 revenues for educational and general and for capital purposes are expected to vary less than 1 percent from their 1933-34 total. In 77 percent of the schools this variation will be less than 10 percent. Great increases and decreases are expected to be rare. Among the white schools a median decrease of 0.4

★HENRY G. BADGER, *Education Statistician, Reports the Economic Outlook for 504 Colleges and Universities this Year Based on Office of Education Survey*

percent is expected; among Negro schools an increase of 1.0 percent is anticipated.

In about one-fourth of all schools reporting, expenditures for current educational and general purposes will run within 1 percent of their amount for 1933-34. About one third of the entire group expect to increase their expenditures from 1 to

10 percent. A little more than one-fifth of them plan to reduce from 1 to 10 percent. Among the white schools the median change expected is an increase of 0.8 percent; among the Negro schools a median increase of 1.0 percent is anticipated.

Receipts for educational and general and for capital purposes will on the whole

TABLE 1.—Percents of anticipated change, I, Educational and general current and capital receipts, and II, Educational and general expenditures, 1933-34 to 1934-35, and 1929-30 to 1934-35, institutions of higher education

Item	Institutions attended by white persons				Institutions for Negroes				All institutions reporting
	Publicly controlled universities and colleges	Privately controlled universities and colleges	Teacher training institutions	All white institutions reporting	Publicly controlled universities and colleges	Privately controlled universities and colleges	Teacher training institutions	All Negro institutions reporting	
1	2	3	4	5	6	7	8	9	10
I. 1933-34 to 1934-35:									
Receipts [current and capital]:									
Number of institutions reporting.....	79	210	116	405	9	23	6	38	443
Median percent of change.....	-0.6	-0.2	-0.4	-0.4	+0.7	+1.8	-----	+1.0	-0.3
Expenditures [current only]:									
Number of institutions reporting.....	74	175	94	343	5	16	3	24	367
Median percent of change.....	+2.1	+0.7	+0.6	+0.8	-----	+6.0	-----	+1.0	+0.8
II. 1929-30 to 1934-35:									
Receipts [current and capital]:									
Number of institutions reporting.....	76	190	107	373	6	16	5	27	400
Median percent of change.....	-33.8	-25.2	-34.3	-30.7	-----	-23.3	-----	-14.2	-30.3
Expenditures [current only]:									
Number of institutions reporting.....	70	159	88	317	3	11	3	17	334
Median percent of change.....	-10.7	-3.1	-19.4	-10.5	-----	-2.1	-----	-6.6	-10.2

¹ The Economic Outlook in Higher Education for 1934-35, U. S. Office of Education, Pamphlet No. 58. (In Press.)

be 30.3 percent less in 1934-35 than they were in 1929-30. One school in ten expects an increase of 40 percent or more; 1 in 25 will have less than half as much to spend in 1934-35 as it had 5 years ago. The median decrease will be heavier among white schools than among those for Negroes.

Expenditures for current educational and general purposes will run about 10 percent less in 1934-35 than in 1929-30. The cut will be a little deeper among white schools than among those for Negroes. Among the white schools the axe will fall most heavily on teacher-training schools and inflict the least burden on privately controlled universities and colleges.

An increase of approximately two thirds of 1 percent in staff is planned. (See table 2.) Few changes in salary for staff members are in prospect. The median change for all institutions has not been calculated, but can readily be guessed from the fact that the medians for the several grades of staff members and for the several types of schools range from less than 1 percent increase to less than 1 percent decrease. In a few instances where more money is expected to be available for educational and general purposes increases are planned by promotion from one rank to another without affecting the standard salary for either grade. In some schools salary reductions in effect up to 1934 have been either

abrogated entirely or alleviated by partial restoration of the decreases. In other schools, however, word is to the effect that vacancies are being filled at lower salaries, thereby reducing the general scale of salaries somewhat. The general tendency among both white and Negro schools is, nevertheless, to retain the present staff with practically no change in numbers or compensation.

An encouraging feature is the prospect that higher education will have less interest to pay on account of old indebtedness than it has had. From June 1932 to June 1933 a decrease of 1.7 percent in indebtedness was reported by 147 institutions; for the year 1933-34 a net decrease of 4.5 percent is reported by 243 institutions. A reduction from \$80,933,703 in 1933 to \$77,214,960, in 1934, or 4.6 percent, is reported by 221 institutions attended by white persons; 22 Negro institutions increased their indebtedness from \$458,414 in 1933 to \$499,332 in 1934, an increase of 8.9 percent.

Aid for Federal Aid Debaters

[Continued from page 28]

One of the authors of the George-Ellzey bill speaks affirmatively on the subject of emergency aid for education.

Swift, Fletcher H. Federal aid to public schools . . . Washington, United States Government printing office, 1923. 47 p. (U.S. Bureau of Education. Bulletin, 1922, no. 47)

Useful as an approach to a study of the question today. Presents material on recent tendencies in Federal aid to public schools, Federal land-grants, monetary aids of the past, and the results of Federal grant showing estimated value, mismanagement and loss, beneficent effects upon establishment of free schools, and Federal subventions.

Federal and State policies in public-school finance in the United States . . . Boston, New York, Ginn & Co., 1931. 472 p. illus., maps, diagrs.

In three parts: 1, Federal aid to public schools; 2, State policies in public school finance; 3, Typical State systems of school support.

Taylor, Henry C. The advisability of Federal-aid acts. State government, 4: 304, October 1931.

Affirmative material, stated briefly.

United States. Congress. House. Committee on education. Federal emergency aid to education. Hearings . . . Seventy-third Congress, second session, on House bills providing for Federal emergency relief for education. February 26-March 1, 1934. . . . Washington, United States Government printing office, 1934. 249 p. tables.

John J. Douglass was chairman of the committee. "It is the opinion of the committee that it was established beyond doubt that an emergency does exist in education and that Federal aid is necessary for the coming fiscal year if the schools of this country are to remain open and if the children are to be given the instruction to which they are entitled."

Federal emergency aid to education . . . Report to accompany H.R. 9544. May 10, 1934 . . . Washington, United States Government printing office, 1934. 11 p. tables.

Refers to the hearings of the committee on February 26-March 1, 1934, and to the committee's favorable opinion as to educational needs; gives the statements of Commissioner Zook, of the Office of education, concerning Federal aid to the States for education.

Watkins, Isabel. Federal aid for education. An outline and collation of material for the South Carolina high-school debating league. Columbia, University of South Carolina, 1924. 130 p. (Bulletin of the University of South Carolina, no. 135, Jan. 1, 1924)

The general subject of Federal aid treated, not emergency aid.

What others have to say about Federal subsidies; symposium. Nation's schools, 13: 34-35; 36-37; 38; 16; 22; January-May 1934.

Opinions given by educators on both sides of the question, supported by their reasons for such opinions.

Zook, George F. Federal aid to education. School and society, 40: 41-48, July 14, 1934.

Presents a few pointed facts concerning the problem of Federal aid to education, valuable as coming from one who has given intensive study to the situation from the inside.

TABLE 2.—Total number of staff members, institutions of higher education, 1933-34 and 1934-35					
Type of school	Number of schools	Number on staff		Changes	
		1933-34	1934-35	Number	Percent
1	2	3	4	5	6
White:					
Publicly controlled universities and colleges.....	75	14, 589	14, 723	+134	+0.9
Privately controlled universities and colleges.....	213	12, 068	12, 143	+75	+.6
Teacher training institutions.....	118	5, 841	5, 842	+1	(1)
Total, white institutions.....	406	32, 498	32, 708	+210	+.6
Negro:					
Publicly controlled universities and colleges.....	9	414	411	-3	-.7
Privately controlled universities and colleges.....	18	657	674	+17	+2.6
Teacher training institutions.....	7	137	143	+6	+4.4
Total, Negro institutions.....	34	1, 208	1, 228	+20	+1.7
All institutions reporting:					
Publicly controlled universities and colleges.....	84	15, 003	15, 134	+131	+.9
Privately controlled universities and colleges.....	231	12, 725	12, 817	+92	+.7
Teacher-training institutions.....	125	5, 978	5, 985	+7	+.1
Grand total.....	440	33, 706	33, 936	+230	+.7

1 Negligible.

To C.C.C. Educational Advisers



★ IT IS the time of year when educational enterprise of every sort takes on new lease of life. More formal school organizations are at the beginning of new terms. Improved educational plans are being put into effect; teachers are confronting new faces in

the classroom; new zest is in evidence. Nor is this renewed energy limited to educational enterprises. The passing of the vacation period sees many of our courts resuming their full schedule of operations, witnesses a seasonal upswing in many lines of business, marks the end of extensive travel for thousands of persons and a general settling down to good, hard work. Though the C.C.C. educational program has operated during the summer months, without a vacation period, nevertheless we are conscious of a galvanized interest in our work as we stand at the beginning of the fourth enrollment period.

Now is our big opportunity. In the second enrollment period, you camp advisers were being appointed and getting under way. In the third enrollment period, you had the distraction of heavy turnover of enrollees, considerable migration of camps to summer locations, and the competitive interests of baseball and swimming. Moreover, during the unusually dry summer, many of you camp advisers saw your educational programs necessarily upset by numerous forest fires that took the enrollees from your camps. It may be that your camp is not yet fully settled down in its winter location; there may yet be some forest fires, but in general, we look forward to the winter months of the fourth enrollment period with a feeling of confidence that we have learned how to do this job and that we shall now have time and opportunity to show what this C.C.C. educational program can actually accomplish.

On September 10, 11, and 12 we had here in Washington a 3-day conference of the nine corps area advisers. The first item on our program was a 15-minute report from each of them on the progress of the educational program in his area. You will be interested to know that each corps area adviser gave an interesting and encouraging report of what you have done.

The corps area advisers in conference considered among other things, the means

C. S. MARSH, Educational Director, Reports "Real Progress" and Says "Best Is Yet Ahead" in Educational Program Affecting a Quarter Million Men

by which the facilities of colleges and schools near C.C.C. camps might be more effectively used; the problem of obtaining in larger measure study materials that will be most practicable for use by enrollees; the demonstrated advantages of correspondence study by those enrollees whose previous training enables them to use such methods, and the increased number of educational institutions which are making special plans to serve enrollees by correspondence; the certification to enrollees of completed units of work so that each may present to his employer some evidence of the educational training that he has received in camp; the speeding up of the issuance of supplies and materials to companies; the qualities in camp advisers which have proved to be most necessary for success; the fine cooperative interest which members of the forestry and parks personnel are taking in the educational program; the increasing number of "schoolhouses" or tents or other quarters which the War Department is making available to the camp advisers as classrooms.

It was generally agreed that you camp advisers have done a great job in adding to your camp libraries enormous numbers of books, pamphlets, and magazines which the library budget could not provide,

but which are necessary to the good of the educational program. Obviously, the War Department in setting up the camp libraries had to take into consideration chiefly the recreational interests and needs of the enrollees. Only a limited number of camp library books could, in justice, be earmarked for education. Therefore, the ingenuity and resourcefulness which you camp advisers have shown in securing by gift or loan supplementary library material that strengthens your educational program is greatly to your credit. It is your good fortune as educational advisers that most camp commanders have delegated to you rather heavy responsibility to oversee the operation of the camp library and have sought your suggestions to make the library more usable. There is much yet to be done along that line. You ought to find out all that you can about modern library practice so that the books and pamphlets in your camp library are temptingly displayed to all enrollees. A book in an enrollee's hand is worth more than the finest unused shelf of books in the library.

The conference of corps area advisers spent much time discussing the most effective use of a considerable quantity of pamphlet material that will shortly come to your camp. When these pamphlets arrive see that they are attractively displayed so that enrollees may easily pick them up and read them. Those pamphlets which are being especially written for camp use by a staff here in Washington under a grant of money from the General Education Board, will surprise and delight you by their attractiveness in form and by the compelling ways in which they present study material.

My own enthusiasm for the C.C.C. educational program is greater than ever. You made real progress during the third enrollment period but the best is yet ahead. Forget your past failures. You have not before had the chance that is yours in the fourth enrollment period to make the C.C.C. educational program not only a vital educational force in the Nation, but a transforming influence in the lives of more than a quarter of a million of American men.

HOWARD W. OXLEY is the new Educational Adviser for the 92 C.C.C. Camps in the Second Corps Area. Married, and with headquarters in New York City, Mr. Oxley has had a wide and varied experience in education and in business. Among the positions he has held are high-school principal in Hardin, Mo.; superintendent of schools at Jerico Springs; professor at Iowa State College; educational adviser to Liberia; director of office training for Standard Oil Co. of New Jersey, and investment counsellor with Livingston & Co., New York City. Mr. Oxley succeeds Thomas Nelson who resigned to become assistant general secretary of the Chicago Y.M.C.A.

Mr. Ellzey. He means have you carried on this project at home or at school?

Mr. Bailey. No; I mean did you do that by reason of the vocational scheme, or the Future Farmers of America?

Mr. Jones. Through vocational education.

Mr. Bailey. I was interested when you said that the three important things were education, cooperation, and organization. What does organization do?

Mr. Jones. Well, organization works toward closer relationship among the farmers. The farmer has never been well-knit, closely together, and that is what we are working toward through our organization.

Mr. Bailey. What good does that do him with respect to the conduct of his farming operations?

Mr. Jones. It gives him more confidence in carrying on his work.

Mr. Bailey. More confidence?

Mr. Jones. Through organization.

Mr. Bailey. In what way?

Mr. Jones. Well, he is satisfied by living on the farm, through contacts that he makes through organization.

Mr. Fletcher. Is there great need in schools such as you attend for Latin, higher algebra, and geometry, that you may seldom use in real life?

Mr. Jones. Well, it is a little hard to answer that question, but I feel that it is coming more and more to the place where the farmer today must have something that he can put into practice, and it seems to me that that would be the correct angle from which to approach that.

Mr. Fletcher. Do any of the boys in the classes on agriculture take courses in Latin, algebra, and geometry with any enthusiasm, or do they take them because they have to in order to get a diploma?

Mr. Jones. The last few years they have been getting away a little bit from compulsory language. I know that some of the universities do not require languages.

Mr. Fletcher. At the same time, isn't your school at the present time organized more for the purpose of preparing a student to go to college than for entering life after graduation from high school?

Mr. Jones. For the boys who want to learn more about farming, their vocational training, I think, is a great help, but you also can go to the agricultural colleges and receive additional help.

Mr. Bailey. Are you preparing to go to college?

Mr. Jones. Yes, I am.

Mr. Bailey. Where?

Mr. Jones. I plan to enter Ohio State University.

Mr. Bailey. In the agricultural department?

Mr. Jones. Yes; in the agricultural department.

Mr. Fletcher. Are you planning to devote your life to agriculture?

Mr. Jones. Yes, sir.

Mr. Ellzey. Does your course of study and course of farming show the relation of the farm to the urban population?

Mr. Jones. They teach the relationship, that it plays an important part in relation to the urban community.

Mr. Ellzey. They teach you to understand that the success of the worker in industry is closely related to your success as farmers?

Mr. Jones. Yes.

Mr. Fletcher. Mr. Jones comes from an exclusively rural district that adjoins mine. He is a neighbor of mine, and I am very proud of him.

The Chairman. Yes; he is a very bright boy.

The Colleges

OHIO State University.—Five prospective freshmen who have asked for permanent excuse from the military training requirement on grounds of conscientious objection received the following letter in reply: (Sept. 7) * * *

After 2 years of experience in endeavoring to discover some plan which would be satisfactory to those asking exemption on grounds of "conscientious objection" and at the same time compatible with justice and adherence to the established rule of the board of trustees requiring military training, the president's office finds it administratively impossible to grant further exemptions in such cases.

The university regulations relating to military training will thus be applied without distinction or discrimination.

Students 25 years of age, or entering the university with 2 years of accepted credit from another institution, or certified by the university health service to be physically unable to do the work, will be excused as heretofore under university rules of long standing.

Ohio State University's second cooperative dormitory, "The Buckeye Club", for 100 men, will be located on the first floor of the men's gymnasium; the men will take their meals at the Ohio Union. "The Tower Club" in the stadium accommodates 184 men. Room and board will be provided at a cost of approximately \$100 for the school year to men selected on a basis of character, scholarship, and financial need.

University of Wisconsin.—Early freshman registration is nearly 20 percent ahead of last year. While more than 1,800 freshman applications have been received it is doubtful if the total enrollment of the university will be increased this year.

Pennsylvania State College.—New students from all parts of Pennsylvania promise to yield an all-time record freshman enrollment; 1,752 high-school graduates have applied for admission, 156 more than last year. The count of staff personnel shows a net increase of only three new members, although more than 50 changes have been made since last year.

Massachusetts State College.—A new high in enrollments is expected this fall since the quota for the freshman class has been reached and a waiting list formed. Demand for admittance of women students continues; the women to men ratio is now 1 to 3.

Colorado Woman's College.—Announces largest enrollment in its history.

Texas Agricultural and Mechanical College.—Vacant farm houses in the vicinity

of the campus are to be used as dormitories and placed in charge of matrons. Homes send canned food. The tendency for students to starve themselves in order to obtain an education has been corrected, and many boys are enabled to live normal, healthy lives at college.

University of Texas.—A grid-graph—or board by means of which all out-of-town football games are reported to university students—has been installed. This service will be free of charge to students, although in other colleges students pay from 25 cents to \$1.25 per game.

F.E.R.A. jobs for college students.—Perhaps one reason why freshmen enrollments are not falling off is due to the relief funds made available for a program of part-time employment for college students during 1934-35. All nonprofit institutions of a collegiate or university character which desire such aid are included. Ohio State's model method of administering the F.E.R.A. program is available in outline; 1,120 students so aided will receive an average of \$15 per month for work. At Pennsylvania State College, 524 students will be aided of whom 262 will be new students; over 400 requests for jobs have been received from men; demand among women is less. Twelve percent of the resident student body in each college is eligible for this part-time work. Students may be assigned to jobs with any public or other nonprofit-making social agency off the campus or on the campus. A wide variety of socially useful services may thus be rendered in the community by students. Federal, State, and local governmental offices, park departments, public health departments, public libraries, public schools, public recreation centers, adult education centers, nursery schools, boys' and girls' clubs, churches, and other social agencies are among those with which cooperation may be sought in providing jobs for college students.

On September 6, 1934, the F.E.R.A. decided to waive the following requirement—"Equitable division between sexes. Jobs shall be allocated between boys and girls in proportion to the enrollment of each in the particular school." This entire provision is waived.

WALTER J. GREENLEAF

SCHOOL LIFE

VOL. XX



NO. 2

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE
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OCTOBER 1934

EXHIBITION

November 1, 1787: Rid by the way of Muddy hole . . . to Alexandria to attend a Meeting of the Directors of the Potomac Company and the Exhibition of the Boys at the Alexandria Academy.

Thus wrote George Washington in his diary. Note the date: November 1, 1787.

In November 1934, another exhibition will be held in Alexandria, Va.

It will be the one hundred and forty-seventh anniversary of the month the gray-haired first President of the United States sat in the crowded classroom with its small-paned windows—the schoolhouse is still in use—and heard a handful of Alexandria boys speak their pieces. He listened with pride because the boys—most of them from poor families—were speaking at the "exhibition" because he, George Washington, had initiated and financed this school "for the children of indigent parents". It was the first free school in the northern part of Virginia.

In spirit George Washington will again visit the schools of Alexandria this November. It will be American Education Week, November 5-11, and the schools of Alexandria have invited all citizens to an "exhibition" of their work.

In place of a handful of boys there are 5,000 Alexandria pupils, boys and girls. In addition to the small brick building with its three classrooms, one above the other, there are splendid elementary and high school buildings. In addition to speeches there will be music by school orchestras and bands, displays of art work, exhibitions of shop work by boys, and sewing by girls. How Washington

would have enjoyed a luncheon cooked and served by home economics students!

George Washington loved learning and books and schools. He believed in widespread education. Our citizens likewise believe in education. Invite them into the schools during American Education Week. Let them, like George Washington on that November day 147 years ago, take pride in an exhibition of the splendid work of their schools.

Our Graduates

THE GROWTH of education above the elementary school grades since 1870 may be measured by the rapid increases in the number of college baccalaureate and secondary school graduates.

Only 9,371 college graduates were reported to the Federal Office of Education in 1870 while in 1932 there were 138,063 baccalaureate degrees reported as given. Based on questionnaires returned, it is estimated that there will be 140,000 graduates for the year 1934. This is 112 per 100,000 for the entire population as compared with 24 per 100,000 in 1870. Using 22 years of age as a basis for year of graduation nine-tenths of 1 percent of the 22-year population received college degrees in 1880 while in 1934, 6 percent received degrees.

The number of secondary school graduates has shown a much greater rate of increase than college graduates. In 1934, 1

of every 133 persons in our entire population graduated from secondary school, but only 1 in 2,410 graduated during the year 1870. This would indicate that the number of secondary school graduates per year per unit of population has increased 18 times in 64 years. College graduates during the same period increased nearly 5 times per unit of population.

The general result of these statistics shows in no unmistakable way that the Nation is becoming better educated from year to year but even yet only 15.6 percent of the population 19 years of age and over have a secondary school education and 3.2 percent of the population 23 years of age and over have a college education. At present 40 percent of the population of secondary age and 6 percent of college age are graduating from their respective institutions.

DAVID T. BLOSE

Number of College and Secondary School Graduates, 1870-1934, and Number of Graduates Still Living

Year	College graduates (baccalaureate)							Secondary school graduates		
	Number of graduates			Living in 1934				Number of graduates	Living in 1934	
	Men	Women	Total	Age	Men	Women	Total		Age	Number
1870-----	7,591	1,780	9,371	86	451	128	579	16,000	82	2,027
1875-----	8,342	2,285	10,627	81	1,210	388	1,598	19,707	77	4,752
1880-----	7,868	2,485	10,353	76	2,067	739	2,806	23,634	72	8,712
1885-----	9,288	3,349	12,637	71	3,623	1,445	5,068	32,468	67	15,924
1890-----	10,157	4,149	14,306	66	5,175	2,297	7,472	43,731	62	26,084
1895-----	15,674	6,558	22,232	61	9,635	4,292	13,927	72,019	57	49,221
1900-----	17,220	8,104	25,324	56	12,056	5,955	18,011	94,883	52	71,261
1905-----	19,166	9,874	29,040	51	14,689	7,855	22,544	119,329	47	96,075
1910-----	22,557	11,621	34,178	46	18,555	9,802	28,357	156,429	42	133,133
1915-----	26,704	15,349	42,053	41	23,231	13,563	36,794	239,728	37	213,600
1920-----	31,980	16,642	48,622	36	29,178	15,298	44,476	311,266	32	288,295
1925-----	58,346	31,244	89,590	31	55,328	29,726	85,054	527,737	27	504,075
1930-----	73,595	48,889	122,484	26	71,979	47,899	119,878	665,223	22	653,424
1934 ¹ -----	84,439	55,561	140,000	22	84,439	55,561	140,000	942,095	18	942,095
Total....	1,678,414	929,856	2,608,270	-----	1,391,553	818,307	2,209,860	13,488,920	-----	12,254,994

¹ Estimated.

Educators' Bulletin Board



Meetings

AMERICAN COUNTRY LIFE ASSOCIATION. Washington, D.C., November 16-19.

AMERICAN INSTITUTE OF CHEMICAL ENGINEERS. Pittsburgh, Pa., November 15-17.

ARIZONA EDUCATION ASSOCIATION. Phoenix, November 8-10.

ASSOCIATION OF AMERICAN MEDICAL COLLEGES. Nashville, Tenn., October 29-31.

ASSOCIATION OF LAND-GRANT COLLEGES AND UNIVERSITIES. Washington, D.C., November 19-21.

ASSOCIATION OF URBAN UNIVERSITIES. New York, N.Y., November 1 and 2.

COLLEGE ENTRANCE EXAMINATION BOARD. New York, N.Y., October 31.

GIRL SCOUTS, INC., Boston, Mass., October 24.

ILLINOIS LIBRARY ASSOCIATION. Decatur, October 31-November 2.

INDIANA LIBRARY ASSOCIATION. South Bend, October 24-26.

INDIANA LIBRARY TRUSTEES ASSOCIATION. Indianapolis, November 14 and 15.

KANSAS LIBRARY ASSOCIATION. Manhattan, October 24-26.

MAINE TEACHERS ASSOCIATION. Portland, October 25 and 26.

MARYLAND LIBRARY ASSOCIATION. Baltimore, October 26.

MASSACHUSETTS CONGRESS OF PARENTS AND TEACHERS. Boston, October 29-31.

MASSACHUSETTS TEACHERS FEDERATION. Boston, October 20.

MINNESOTA EDUCATION ASSOCIATION. Minneapolis, November 1-3.

MISSOURI CONGRESS OF PARENTS AND TEACHERS. St. Joseph, October 30-31.

MISSOURI LIBRARY ASSOCIATION. Excelsior Springs, October 22-24.

MISSOURI STATE TEACHERS ASSOCIATION. Kansas City, Mo., November 8-10.

MONTANA EDUCATION ASSOCIATION. Billings, Butte, Great Falls, Kalispell, October 25-27.

NATIONAL ACADEMY OF SCIENCES. Cleveland, Ohio, November 19-21.

NATIONAL CONGRESS OF PARENTS AND TEACHERS. Lynchburg, Va., October 24-26.

NATIONAL CONGRESS OF VOCATIONAL AGRICULTURAL STUDENTS. Kansas City, Mo., October 20-26.

NATIONAL COUNCIL OF PARENT EDUCATION. Washington, D.C., November 1-3.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH. Washington, D.C., November 29-December 1.

NEBRASKA STATE ORGANIZATION OF DEANS OF WOMEN. Lincoln, October 26.

NEBRASKA STATE TEACHERS ASSOCIATION. Lincoln, October 24-27.

NEW ENGLAND ASSOCIATION OF SCHOOL SUPERINTENDENTS. Boston, Mass., November 8 and 9.

NEW ENGLAND HIGH SCHOOL COMMERCIAL TEACHERS ASSOCIATION. Providence, R.I., November 3.

NEW JERSEY CONGRESS OF PARENTS AND TEACHERS. Atlantic City, N.J., November 7-9.

NEW MEXICO EDUCATIONAL ASSOCIATION. Santa Fe, October 31-November 3.

NEW YORK STATE TEACHERS ASSOCIATION. Niagara Falls, November 26 and 27.

NORFOLK COUNTY TEACHERS ASSOCIATION. Boston, Mass., October 26.

NORTH DAKOTA EDUCATION ASSOCIATION. Fargo, N.Dak., November 8-10.

NORTHERN BAPTIST EDUCATION SOCIETY. West Somerville, Mass., October 30.

PERSONNEL RESEARCH FEDERATION. New York, N.Y., November 15-16.

RHODE ISLAND INSTITUTE OF INSTRUCTION. Providence, October 25-27.

SOUTHERN WOMAN'S EDUCATIONAL ALLIANCE. New York, N.Y., first week in November.

TEXAS CONGRESS OF PARENTS AND TEACHERS. Corpus Christi, November 19-22.

UTAH EDUCATION ASSOCIATION. Salt Lake City, October 25-27.

WEST VIRGINIA STATE EDUCATION ASSOCIATION. Parkersburg, October 25-27.

WISCONSIN TEACHERS ASSOCIATION. Milwaukee, November 1-3.

MARGARET F. RYAN

Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan, follows:

AXTELL, PAUL H. Judicial determinations affecting the power to create and alter school districts in the United States. Doctor's, 1933. New York University. 244 p.ms.

BALLETTI, LINDA M. The need of adult education in a changing civilization. Master's, 1934. Boston University. 98 p.ms.

BALLOU, WILLARD A. A comparative study of the State teachers college faculties and liberal arts college faculties. Doctor's, 1933. University of Pennsylvania. 78 p.

CAIN, WILLIAM R. A study of the books read by a group of senior high school pupils in their free reading time. Master's, 1934. New York University. 48 p.ms.

CLARK, FELTON G. The control of State supported teacher training programs for Negroes. Doctor's, 1934. Teachers College, Columbia University. 107 p.

EDDLEMAN, JAMES C. The regulation of pupil transportation in the United States. Doctor's, 1933. University of Kentucky. 81 p.

FLANAGAN, JOHN C. Factor analysis in the study of personality. Doctor's, 1934. Harvard University. 140 p.ms.

HICKS, FRANCES R. The mental health of teachers. Doctor's, 1933. George Peabody college for teachers. 36 p.

IGEL, CARL S. A local plan of consolidation and the percent a local sales tax would raise of the total school taxes. Master's, 1934. University of Kansas. 90 p.ms.

JETER, EVERETT V. A survey of Morris County, N.J., for purposes of secondary vocational education. Doctor's, 1933. New York University. 132 p.ms.

RUTH A. GRAY

New Books and Pamphlets

Educational trends presented in 1934 yearbooks

AIDS to Teaching in the Elementary School. Thirteenth yearbook, Dept. of Elementary School Principals, National Education Association, 1934. p. 117-528. illus. (Bulletin of the Dept. of Elementary School Principals, National Education Association, vol. xiii, no. 5, June 1934.) \$2.

Deals with "aids to teaching" in the elementary school as means of enriching instruction. It shows the important place which effective devices in teaching have and also describes the time saving and effective aids which should be used and tells where they may be secured.

Relational and Functional Thinking in Mathematics, 9th yearbook, the National Council of Teachers of Mathematics, by H. R. Hamley. New York, Teachers College, Columbia University, 1934. 215 p. \$1.75.

Includes chapter on psychology and history of the function concept, the function concept and the secondary school, the function concept in practice and a course of study based on the function concept.

Local school units and pupil transportation

Factors Affecting the Organization of School Attendance Units, by R. W. Holmstedt. Bloomington, Ind., Indiana University, Bureau of Cooperative Research, 1934. 32 p. (Bulletin of the School of Education, Indiana University, vol. 10, no. 3.) 50 cents.

Contents: Size of school; Transportation; Density of population; Rural and urban school units; The school township; The county unit; Summary.

The Regulation of Pupil Transportation in the United States, by James C. Eddleman. Lexington, Ky., University of Kentucky, 1934. 81 p. (Bulletin of the Bureau of School Service, College of Education, University of Kentucky, vol. 6, no. 3.) 50 cents.

Contents: Status of pupil transportation in the United States; Administration of pupil transportation; Qualifications and duties of school bus drivers; Transportation equipment; Suggested program of regulation of pupil transportation.

[Continued on page 39]



American Education on th



TRAMP, tramp, tramp. For 132 days and nights they would be passing. Four abreast, heads up, proud, bands playing—Americans going to school—pupils, teachers, and students would take that long to pass in review.

As American Education Week, November 5 to 11, approaches, we believe American educators and pupils will want to create in the minds of citizens the thrilling picture from a national perspective of this great movement. Therefore we are reproducing below the broadcast of the "Biggest Parade." This broadcast was originally given September 12, 1934, on the Education in the News program conducted by the Federal Office of Education over the National Broadcasting Co.'s associated stations in 30 cities.

You are welcome to make use of this script in connection with local celebrations of American Education Week. It can be adapted for use over local radio stations. It may also suggest possibilities for assembly programs and for imaginary parades of education in your own community or State. In making computations, the standard infantry rate is 175 men passing a given point per minute.—EDITOR.



ANNOUNCER. We bring to you today a very unusual feature—the biggest parade in the world—the parade of Americans of all ages on their way to school. This is purely an imaginary parade. We are pretending that all the scholars in the United States are going to start off the school year by marching along famous Pennsylvania Avenue in Washington with

the whole Nation in a reviewing stand in front of the White House, to watch them go by—pupils and students and teachers. And what a parade that would be if it really happened! It would make Armistice Day and Inauguration and Labor Day, all rolled into one, look like an orphan's family reunion. Well anyway, we want you all to take your places here beside us in the reviewing stand and look for your sons and daughters, sisters, brothers—cousins and nieces and nephews as they pass. There! All comfortable? All right—introductions are in order. On my right is Mr. William Dow Boutwell who brings you the program Education in the News each week from the Federal Office of Education. And on my left, his old friend, the Inquiring Citizen.

[Band music fading in and dimming through]

Listen! It's begun! The first band at the head of the parade! I can almost see them at the corner of the Treasury Building, so I'll turn the microphone over to Mr. Boutwell and the Inquiring Citizen who will tell you what a parade of American education would be like. Mr. Boutwell!

BOUTWELL. Right here! And my imagination is in fine working order. I can see that band quite plainly—it's from the University of Illinois. And they're all in brilliant orange and blue! Beautiful, isn't it, Mr. Inquiring Citizen?

INQUIRING CITIZEN. Wel-l-l. It *sounds* beautiful but I can't seem to see anything but a microphone and the studio wall. I guess my imagination's all worn out trying to visualize a way of paying my bills! B. Oh, look here now—you'll spoil the whole thing! Try to picture it! A blue cloudless sky—brilliant sunshine, bunting, flags!

I.C. [Skeptically] mmmm!

B. Peanut vendors! Balloons! Apples-on-a-stick!

I.C. [Hungrily] MMMMM!

B. Teeming millions of gay people! Pretty girls!

I.C. A-a-a-h! I'm beginning to see it now! I heard some music.

[Band music comes up strong]

B. Of course! 150 pieces in the first band alone! Drums! Bugles! Fifes! Saxophones! Piccolos!

[Music blares—Fades quickly]

I.C. [Wonderingly] Yes, sir—I could almost hear it! Go on—what else?

B. What else? We've not begun yet. Why if this parade were laid end to end it would reach from Poughkeepsie to Medicine Hat and . . .

I.C. Well that's going to call for some pretty strenuous imagining, but I'll do my best. What's going on now?

B. Hm! Let's see—what would happen next! The schoolboy patrol, of course! And here they come—four abreast—a fine looking bunch of youngsters too! All in yellow slickers, heads up, shoulders back—they look grand!

I.C. [Doubtfully] So they do—so they do—er—how many would you say there were?

B. Oh—about 250,000.

I.C. Two hundred and fifty thou—! Good heavens!

B. Here! Where are you going! Come back!

I.C. Well, so I have to imagine 250,000 schoolboy patrols stopping 68,000 ears!

B. [Laughing] There's nothing wrong with your imagination! Come on back and look at the parade! This is the biggest parade of all time. This is the parade of American education—32,500,000 children and adults going past us.



March



When you go home tonight you had better make arrangements for Thanksgiving dinner and you had better take some time off to buy Christmas presents. Hurrah! There's another band . . .

I.C. Thanksgiving dinner and Christmas presents! What do you mean?

B. I mean that when you agreed to review the parade of American education you undertook something. This parade of children and adults who are going to school will go on night and day . . .

I.C. Night and day.

B. Night and day, four abreast, through October 1, through Hallowe'en, through Armistice Day, through Thanksgiving Day.

I.C. Through Christmas I suppose.

B. Right, and past New Year's Day. And if we're lucky and all the pupils and teachers march at the regular infantry rate the last marcher will pass the White House on January 21.

I.C. 1935?

B. Yes. January 21, 1935. This parade of Americans to school will continue 132 days.

I.C. What a spectacle! A parade 132 days long. Well, I guess I might as well move a bed into the reviewing stand. What is the line of march in this parade of American education?

B. Let's see—after the schoolboy patrols would come the nursery school children and kindergarteners.

I.C. How long will they be passing?

B. About 3 days and nights.

I.C. And then . . .

B. And then the elementary-school pupils and junior-high kids—that's the biggest contingent—then high school, special schools, colleges and universities, adults—there are lots of them going to school nowadays—and finally the teachers.

I.C. Wait a minute! I've been figuring. Now, if each pupil were fully equipped, they would carry 32,500,000 pieces of chalk, which would require 5 million erasers (growing excited) and 42 billion assorted paper airplanes, licorice sticks, and baseball bats!

B. All right! All right! Your imagination is doing fine.

[Pause]

ANNOUNCER. Four days have elapsed! It is now Sunday, October 14, 7 p.m. B. Hello there Mr. Inquiring Citizen, You got back just in time. There go the last of the kindergarteners—the San Diego youngsters, and listen to that band from Atlanta—that means that the head of the

[Band]

elementary-school division of this parade is coming down the avenue. Don't you have some children or nieces or nephews in this parade?

I.C. Sure—I'm just like any other citizen. Every American's got somebody in the big parade of education. I'm watching for the Virginia troop.

B. Here they are!

I.C. I see them! Right over there by the piano—er—pardon my eyesight—I mean—in front of Lafayette Park!

[Music and marching feet]

ANNOUNCER. Eighteen days have elapsed and still the elementary-school children are marching by. Wait a minute—there's trouble here!

[Child crying]

B. Oh, this is too bad. Even an imaginary pupil appears to be able to get herself lost. Where are you from, little girl?

LITTLE GIRL. [Weeping.] I'm from . . . I'm from Public School No. 32, New Orleans, an' I'm lost! [Weeping.]

B. Good heavens! That contingent went by 3 days ago. Here, quick—call that policeman!

I.C. That isn't a policeman. That's Mr. Kimball, our announcer.

B. Oh, your imagination has fallen down again. Do try to pretend you're—

I.C. Oh, all right—I'm imagining a policeman (fading). Officer! Officer!

[Pause]

ANNOUNCER. Hallowe'en; 49 days since the parade started. The New York City elementary-school children started past the White House in this march of American education 4 days ago, and the last public school has just gone by!

[Pause]

ANNOUNCER. Two months have passed. It is now November 11, Armistice Day, and American Education Week. Our imaginary elementary-school children are still marching by.

B. This army of education is eight times as large as the Army the United States raised during the World War. And still they come—children in the grades—from Oklahoma, from Delaware—from Texas—from Indiana, from Florida (fading).

[Pause]

ANNOUNCER. Thanksgiving Day! The children in the elementary grades and junior high schools are still marching on. B. Three hundred years ago the Pilgrims engaged a teacher, Mr. Higgison, to instruct a handful of young children in Plymouth. That first teacher and his class have grown into this mighty army of 32,500,000 marching by in this imaginary parade of American education.

[Pause]

ANNOUNCER. December 14. Christmas is only 11 days away. The end of the battalion of elementary-school youngsters is in sight. It required 90 days and 90



nights for them to pass this imaginary review stand in front of the White House. Mr. Boutwell and the Inquiring Citizen are back in the stand, so we will turn the microphone over to them.

I.C. I never realized before, Mr. Boutwell, what a tremendous enterprise education is in the United States. Are we going to see the high-school boys and girls now?

[Sound of hammering—Banging on pipes]

B. Yes; here they come around the Treasury Building with flags flying.

I.C. Say, what's all this noise—all this hammering?

B. Oh, I forgot to tell you. That's the carpenters and plumbers. They're turning this reviewing stand into a steam-heated apartment. This parade of American education has a long time to go yet, so we might as well make ourselves comfortable.

[Music]

I. C. Good idea! That tune's familiar . . . Now, let's see, that's—

B. The High School Cadet March written by John Philip Sousa. And do you see who's playing at the head of the procession?

I. C. Washington high school cadets!

B. Right. Sousa wrote that march for Central High School here in Washington.

[Pause]

ANNOUNCER. Christmas. A big holly wreath hangs on the White House door, and the Christmas trees at the entrance are bright with colored lights. High-school pupils are still marching down the Avenue.

[Gong—Shouts of Happy New Year!!]

ANNOUNCER. New Year's. This imaginary night-and-day parade that started at 5 o'clock September 12 is still going strong, and the high-school students are still going by.

I. C. New Year's! I'm going to celebrate when this parade is over. I didn't know it was going to take all this time when I agreed to review it—132 days and nights.

B. Well, don't blame me. We can't help it if Americans and their children want to go to school in greater numbers than the people of any other nation. Say! Here comes the Boston Latin School!

I. C. Boston Latin School?

B. Yes—the first American high school—founded in 1635, a year before Harvard. The Boston Latin school has gone on 300 years. The high schools are celebrating this year the 300th anniversary of American high schools. Hurrah!

[Music and cheering]

B. One high school of 1635. Now there are 23,000 high schools with more than 5 million pupils.

[Pause]

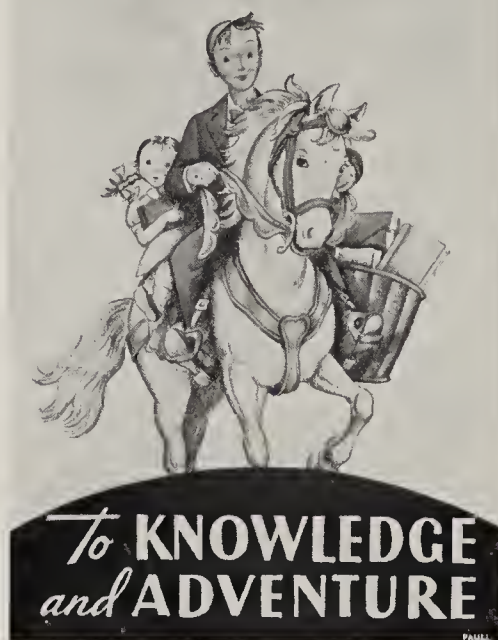
ANNOUNCER. January 5—the last high-school pupil has just passed the reviewing stand.

B. And here come the first of a million college students with the Annapolis midshipmen in the lead.

[Band—Anchors Aweigh]

I.C. And the cadets from West Point right behind them, I'll bet.

Ride The Book Trail



★ HOBBYHORSE book shows for boys and girls will feature the 1934 Book Week program in many schools, public libraries, and bookshops, from November 11 to 17. There has been a great deal of discussion recently of hobbies for adults to fill up new leisure hours. Today increasing attention is being given children's hobbies. Book Week displays this year will show the great variety of special interests followed by the younger generation of hobby riders. Suggestions for organizing hobbyhorse shows are given in a new leaflet available from the National Association of Book Publishers office, 347 Fifth Avenue, New York City. Other project suggestions for classroom and library observance of Book Week are included also. Copies of the poster "Ride the Booktrail" shown in this column, will be sent with the booklet, price twenty-five cents. This poster, reproduced in four colors, 12 by 18 inches, was designed by Grace Paull for the National Association of Book Publishers.

ANNOUNCER. Four and a half days for college students—90 days for elementary pupils.

[Pause]

ANNOUNCER. Here we are—the morning of January 10—4 months have elapsed since this day and night parade of American education past the White House started.

I.C. Well I was all ready to go home when the colleges finished. Who are these people? They look like every day citizens—women and men . . .

B. Right—they are citizens. Adults going back to school.

I.C. Many of them?

B. There are twice as many as there are students in colleges and universities.

ANNOUNCER. Eight days have passed since January 10 when citizens who will go to school this fall started by. And now we come to the last contingent in the parade.

B. The teachers who take care of this great army of students, the Quartermaster Corps who feed the minds of the great Army of Education, and there are a million of them, one to approximately every 32 pupils and students.

[Pause]

ANNOUNCER. January 22. One hundred and thirty-two days and nights have passed since the parade began. The last colorful marcher has been lost to sight as the sun goes down behind the Lincoln Memorial. The dying notes of the last band linger on the evening air and the crowd is melting slowly away.

B. What a parade! The future of the country in review! And now Mr. Inquiring Citizen you can let your imagination rest on the picture of American Education on parade!

I.C. I'd like to, but now you've got my imagination working and I see the other side of the picture.

B. What do you mean?

I.C. I see a different sort of a parade, disorganized, drifting, hopeless. There's no bunting here, nor bands. The marchers are clothed in ignorance, poverty, and neglect. These are the people who aren't joining in the big parade back to school. The route of these lies not along the wide sunlit Avenue but on dark back streets of lost opportunities. B. Oh yes—I know about those too. There are about five million of them—children of school age, out of school and out of work or too young to work—and the greatest parade of all will be when they are added to the ranks of those who have just passed before us in review.

I.C. And may that day come soon!

Educators' Bulletin Board

[Continued from page 35]

University Administration

Bibliography of College and University Buildings, Grounds and Equipment, by Henry Lester Smith and Forest Ruby Noffsinger. Bloomington, Ind., Bureau of Cooperative Research, Indiana University, 1934. 199 p. 75 cents.

A guide to the literature on college and university buildings, classified and annotated.

Control of Tax-Supported Higher Education in the United States, by David Spence Hill. . . New York, The Carnegie Foundation for the Advancement of Teaching, 1934. 385 p. Free.

CONTENTS.—Educational control a problem of government; instrumentalities controlling State higher education; development and control of tax-supported higher education in each one of 48 States; the outlook for control of tax-supported higher education.

Maps—Charts—Posters on child health

American Child Health Association, 50 West 50th St., New York, will supply these publications:

Map of Healthland. Poster in black and white, 28 x 42 inches. Can be reproduced on the sand table. 10 cents.

Posters—Work and Play. Two wall runners; a frieze of little children. Printed in green on buff. Size 50 x 9½ inches. 10 cents each.

Classroom Growth Record. A wall chart for classroom records of height and weight through the school year. 23¾ x 19 inches. 3 cents.

Weight Chart for the Individual. 3 cents.

The Children's Charter. In two editions. Size 17 x 19. Printed on white paper, in gold, blue, and black. 20 cents. On ivory colored stock, printed in Chinese red and black. 15 cents.

SUSAN O. FUTTERER

Electrifying Education

NUMEROUS requests have come to the Office of Education from teachers who want to know what broadcasts are available for use in their schools. Some of these teachers plan to receive broadcasts in their classrooms and others want their students to listen at home, using the collateral listening in about the same way collateral reading is used in connection with class work. It would be impossible for this Office to supply the desired information since there are 600 radio stations in the United States. Teachers themselves can secure information on available broadcasts suitable to supplement their work, however, as follows:

1. Write to Mr. Franklin Dunham, educational director of the National Broadcasting Co., Radio City, New York City (or Mr. Arthur Garbett, director of education, Pacific division, National Broadcasting Co., San Francisco, Calif.) for free copies of *Educational Bulletin* and other information about educational broadcasts.

2. Write to Mr. Frederic Willis, educational director, Columbia Broadcasting System, New York City, for advance announcements of educational features to be broadcast by the Columbia Broadcasting System.

3. Write to the program director of radio stations whose broadcasts are available in your neighborhood for advance announcements of educational features to be broadcast over their stations.

4. Sample these programs by listening and having your students listen. Select the ones you consider most suitable to supplement your work.

The Federal Office of Education and the advisory committee on emergency education programs of the National Council of Parent Education have compiled *A List of Motion-Picture Films for Parent Education*. Leaders of parent education groups may receive free copies of this 53-page mimeographed catalog from the Educational Division, Federal Emergency Relief Administration, Washington, D.C.

The California State Department of Education has recently published a booklet entitled *Motion-Picture Appreciation in the Elementary School*.

The seventh annual season of the American School of the Air over a Nation-wide network of the Columbia Broadcasting System opened Monday, October 22, at 2:30 p.m., eastern standard time. Teachers' manuals covering the 7 or 8 series included may be secured by addressing Miss Helen Johnson, director, American School of the Air, Columbia Broadcasting System, New York, N.Y.

Nearly 100 pages are given to a consideration of radio and motion pictures in *Aids to Teaching in the Elementary School*—the Thirteenth Yearbook of the Department of Elementary School Principals of the National Education Association.

Students of broadcasting will be interested in reading the broadcasting number of *The London Times* of August 14, 1934.

CLINE M. KOON

★ On the Air

SINCE April 25 the Federal Office of Education has sponsored a 15-minute radio program each week over a Nation-wide hook-up of the National Broadcasting Co. Mr. William D. Boutwell, editor of *SCHOOL LIFE*, is in charge of the programs broadcast regularly every Wednesday at 6 o'clock, eastern standard time, from Washington, D.C.

Programs on the following subjects, in addition to outstanding education news of the week, have been broadcast:

Going to College.....	Apr. 25
Ellzey Bill for Vocational Education.....	May 2
National Negro Education Conference.....	May 9
Linking Learning and Leisure.....	May 16
Emergency Education Program.....	May 23
Vitalized Commencements.....	June 6
Motion Pictures in Education.....	June 13
1934 Century of Progress.....	June 20
Consumer Education.....	June 27
High Points of the N.E.A. Convention.....	July 4
Plans for the 1934-35 Emergency Education Program.....	July 11
New N.R.A. Apprenticeship Plan.....	July 18
Recent Developments in the Education of Young Children.....	July 25
New Deal in the Social Studies.....	Aug. 1
Adjustment Service for Personal Counseling.....	Aug. 8
Electrifying Education.....	Aug. 15
Is Your Child Ready for School?.....	Aug. 22
Labor's Support of Education.....	Aug. 29
Teaching the Effects of Alcohol.....	Sept. 5
The Parade of Education.....	Sept. 12
The Outlook for Education This Year.....	Sept. 19
Preview of Fashions in Educational Radio Programs.....	Sept. 26

★ Good References

COINCIDENT with the 300th anniversary of high-school education in the United States, the Federal Office of Education has published a number of vest-pocket size bibliographies on the subject of Secondary Education. Available free to those addressing the United States Commissioner of Education, Washington, D.C. they are as follows:

- No. 17. Secondary education: Principles and development.
- No. 18. Secondary education: Curriculum and curriculum-making.
- No. 19. Secondary education: The extra-curriculum.
- No. 20. Secondary education: Supervision of instruction and study.
- No. 21. Secondary education: Instruction and instructors.
- No. 22. Secondary education: Administration and organization.
- No. 25. Small high schools: Organization and administration.
- No. 26. Small high schools; Curriculum and personnel problems.

Outlook For Negro Education

THERE are two factors which should be taken into account whenever the problem of furthering the advancement of the education of Negroes is considered: One is the attitude of the public and of school officials. The other is the attitude of Negroes themselves.

By "attitude of the public and school officials" I mean, first, their willingness to learn and understand the facts and conditions of Negro education and the relation of these facts and conditions to the life of the Negro and the Nation; and second, their disposition to deal fairly and justly with the Negro in providing educational opportunities in terms of the best known and highest single standards of education and citizenship.

By "attitude of Negroes themselves" I mean, first, their determination to inform themselves concerning their educational status in relation to the community as a whole and in relation to the status of the education of Negroes in other communities; second, their willingness to use such information intelligently, sanely, and courageously in persistently pressing their claims for an equal educational opportunity; and third, their disposition to make maximum use, in accordance with the most modern theories and practices, of the facilities they now have.

In terms of these tests, the immediate outlook for Negro education is not so bright as one would wish. The ultimate outlook, however, presents a better picture.

By "outlook for education" we have in mind the extent to which we may depend upon education as an instrument of personal and social betterment. In making any forecast, therefore, it is necessary to inquire concerning the extent to which education has been such an instrument in the past and to what extent it has been impaired by the ravages of the depression.

In normal times

For the Negro, in normal times, as measured by the standard provided others in the same sections, this instrument was quite inadequate.

The status of the education of Negroes may be compared with the education of

★ AMBROSE CALIVER, *Specialist in Education for Negroes, Outlines the Bright and Gloomy Side of the Picture, Citing Facts and Statistics*

whites in the same States, as follows:¹

(1) Term, shorter by 1 month or more per year;

(2) Children entering fifth grade, 20 percent less;

(3) Total Negro enrollment in high-school grades, 11 percent less;

(4) Children of high-school age in school, 25 percent less;

(5) Children living 3 miles or more from school, 13 percent more;

(6) Children transported to school at public expense, 17 percent fewer;

(7) Money spent for transportation of pupils, approximately \$175 for whites to every \$1 for Negroes (ratio of population, 4 to 1);

(8) Average annual salaries of Negro rural teachers, \$478 less;

(9) Annual expenditure per pupil, \$44.31 for whites and \$12.57 for Negroes,

(10) Average investment for plant and equipment for each white pupil, \$157; for each Negro pupil, \$37.

¹ "Certain Facts about the Education of Negroes", prepared by the Office of Education, United States Department of the Interior, 1934.

THE Magna Charta of Negro Education mentioned in this article has been printed as an artistic poster, 16 by 21 inches, on heavy bond paper, suitable for bulletin board use, exhibits, or framing. A portion of the document is reproduced on the back cover of this issue of *SCHOOL LIFE*. Single copies may be purchased for 10 cents. There is a 25-percent reduction for orders of 100 or more. Order direct from the Superintendent of Documents, Government Printing Office, Washington, D.C., sending check or money order.

In the emergency

The following facts are typical of the emergency situation:

(1) Last year, in 485 counties, 58 percent of the schools which failed to open or closed earlier than the normal term were colored.

(2) Negro children thus deprived of schooling represented 38 percent of the total.

(3) Forty-nine percent of the schools expected to be extended through emergency funds were colored. (This meant fewer schools, longer distances, with less transportation.)

(4) When emergency funds were allotted to extend school terms, Negro schools were aided very slightly for two reasons: First, because the school terms could be extended only to their normal length as of 1931-32 (In the case of Negro schools, whose normal length was 4 and 5 months many were already closed or could be extended only a few weeks); second, salaries paid these emergency teachers had to be in accordance with the prevailing salary scale (which for Negroes was the wholly inadequate sum of \$18 to \$25 a month).

(5) Although illiteracy in the States maintaining separate schools was four times greater among Negroes, the number of emergency teachers employed to teach illiterates was approximately the same as for whites.

(6) Only in a few places have Negro relief teachers been employed in the same ratio as Negroes bear to the population.

(7) Of the 71 million dollars spent on 364 school-building projects by the Public Works Administration up to May 1934, only 3 million went to Negro schools, and only 8 schools were benefited.

(8) Philanthropic agencies have materially reduced the aid formerly given Negro schools.

(9) There has been a reduction, and in some instances a complete abandonment, of instruction in music, art, physical education and health, vocational education, evening and continuation schools, guidance and supervision. Work in these fields is of so recent origin and is so meager at best in Negro schools that the loss of any part practically means the loss of all.

From the previously mentioned facts, it is obvious that the immediate outlook is not very bright; that Negro education is not only failing to hold the ground so painfully and tardily gained, but is slipping, especially in the minimum, material essentials. This means that, because of these drastically curtailed educational opportunities, the Negro will be less well prepared for the immediate future, in comparison with his white neighbor, than he was formerly.

However, in this picture of so many shadows, some rays of light may be seen.

Ultimate outlook

Considering the educational outlook for Negroes from the long-range point of view, one is inspired with hope. The following facts and events justify such hope:

(1) The sensitizing of the Nation to the educational needs and problems of Negroes by diffusing far and wide facts and knowledge about Negro life. (The Federal Office of Education during the past 4 years has sent out approximately 100,000 pieces of literature, forms, and letters on Negro education, in addition to that disseminated by scores of other organizations and institutions. Many of these facts, like seeds sown on fertile ground, will eventually bear abundant fruit in changed attitudes and points of view.)

(2) Teaching not only the mere mechanics of learning in the emergency adult education programs, but also the development of an understanding and appreciation of problems in the new social order.

(3) Closer relationship between school and community, and between youth and adults, resulting from the emergency education projects.

(4) Certainty that a reactionary educational policy for any portion of our citizenry must eventually give way before the growing liberalism of the South.

(5) Possibility of more progressive ideas and policies in Negro education finding ready channels of expression and opportunities of realization in the intellectual ferment resulting from the present emergency.

(6) Growth in scientific research in the field of Negro education and the increase in the number of Negro scholars.

(7) Growing willingness on the part of colored and white persons to cooperate in spirit of sympathy and frankness in working toward an improvement of Negro education.

(8) Tendency on the part of Negroes to substitute for slavish imitation of others and adherence to outworn traditions a disposition to make education function in life situations and to adapt it to the indi-



Dr. Ambrose Caliver

vidual in making him personally happy and socially useful.

(9) Growing disposition on the part of friends of Negro education everywhere to appreciate and consider the need of earmarking such equalization funds as may be appropriated from whatever sources to assure equality of educational opportunity for Negroes—this is perhaps the most significant single factor in the long-range outlook for Negro education.

(10) Finally, the fruition of all the latent ideas expressed and implied in the preceding discussion, and the assembling, converging, and integrating of all the active and potential forces for the improvement of Negro education in the National Conference on Fundamental Problems in the Education of Negroes, considered to be second in significance to earmarked equalization funds as a factor in the long-range outlook for Negro education.

This prediction for the Conference is based on its mobilization of the interest and resources of the Federal Government; the messages of hope and encouragement from the President, the First Lady, and other high Government officials; the

effective collaboration and concentrated thought of more than 500 colored and white scholars, artists, teachers, administrators, school officials, and business, civic, professional, religious, and social leaders in committee and individual effort on the problems of Negro education for a period of many weeks; the providing of an opportunity for approximately 1,200 of such persons from 28 States and the District of Columbia to meet in conference, to exchange ideas, and to offer constructive criticisms of the work of committees; the formulation and adoption of a set of fundamental principles—called by some the *Magna Charta of Negro Education*—and the distribution of thousands of copies of the document throughout the Nation; the issuing of the reports of the conference; and the follow-up program which contemplates the cooperation of the National Association of Teachers in Colored Schools and other national organizations, the State teachers' associations, schools and colleges, civic, fraternal, social, and religious organizations and institutions, and thousands of individuals in holding regional meetings, in disseminating the information of the Conference, in applying the principles formulated, and in making effective its recommendations. The effectiveness of the Conference in furthering the interest of Negro education will be proportionate to the extent to which its procedures, findings, and conclusions shall be intelligently used by school people and citizens alike.

When such facts and events as previously mentioned are considered, the ultimate outlook for the education of Negroes is very good. However, in order to attain the desired goal, every one concerned must be interested and willing to exert all possible effort in remedying the defects of the past and in improving the present situation. The Negroes themselves can do *much* in determining the future of their own education and in making it an instrument for personal and social betterment by developing a strategy in attacking and working at the problem. White friends in official and private life can do *more* if they will fully realize the truth of Mrs. Roosevelt's declarations that: "... to deny any part of a population the opportunities of more enjoyment of life, for higher aspirations is a menace to the Nation as a whole." That, "... not giving equal opportunity to all children for education was really a menace." And that, "We go ahead together or we go down together..."

The VOCATIONAL Summary



Home Economics • Agriculture

Rehabilitation

Trade and Industry

324,956 pieces of printed material, which included all types of job printing; and the auto and machine shops furnished a total of 494 jobs, which included new and repair work of all kinds, and a shaping machine built by the students themselves.

Good investment

That vocational rehabilitation of the disabled pays a heavy return on the investment is proved conclusively by the records from all of the States cooperating in the Nation-wide program carried out under the National Vocational Rehabilitation Act. Here is the record in Virginia for the 5-year period beginning 1928 and ending 1933. In only the initial year of the Virginia program, 1928-29, for instance, did the cost of rehabilitations, \$21,342, exceed the total earnings of the rehabilitated group in their first year of employment, which amounted to \$15,304. In 1932-33, the cost of rehabilitating 103 persons was \$36,686 as compared with their earnings, \$57,945, during their first year of employment.

ELEVEN States were represented in the conference of teacher trainers, supervisors, and directors of vocational agriculture held at the headquarters of the Office of Education September 19-21, to discuss the problem of the out-of-school farm youth. This group includes boys on farms who have never had an agricultural course, boys who have taken all or a part of a course in an agricultural high school, and, in some cases, boys who have removed to the farms from city occupations. The object of the conference was to set up a program which will aid these boys in becoming established in farming or some related occupation. Conclusions of the conference will be made available to those interested in them.

Extramural credit plan

The University of Illinois, which is the designated teacher-training institution for trade and industrial education in Illinois, has set up a credit system for trade and industrial teachers, principals, and supervisors who take extramural courses. Students registered in these extramural courses have the status at the University of registered students, but are not recorded as matriculated students. This means that their credits are recorded in the University records and their names appear in the annual catalog as registered in the University. Their credits do not, however, apply on a degree unless they matriculate at the University. In this case all of the work they have done under University instruction immediately applies toward advanced standing.

Eighth-grade agriculture

An original plan of teaching vocational agriculture has been developed in the high school at Picadome, Ky. Before a boy is enrolled in the high-school course in agriculture he is given a course in prevocational agriculture in the eighth grade of the elementary school, which is housed under the same roof. According to the report of G. Ivan Barnes, director of vocational education in Kentucky, "the teaching of prevocational agriculture has been a great help in building up a live department of vocational agriculture. The eighth-grade boys are eager to get into vocational agriculture. Many of them enter vocational agriculture with a farm practice program already under way."

From blocks to barns

They have some trade and industrial classes out in Iowa, whose students have given a particularly good account of themselves in the last year. Reports from the eight cities where unit trade and industrial classes are organized show a total of 4,232 articles turned out by the woodworking departments for school use. More than 3,000 of these were new products and 1,222 represented repairs. These jobs included all types of woodworking production and ranged all the way from sets of kindergarten blocks to tearing down an old barn and erecting a modern garage in its place. And while the woodworking departments were hanging up a new record, the printing shops turned out

New training problems

Industrialists who have accepted the NRA code for the operation of their plants, and are under pressure to develop a high degree of efficiency among their workers, are in many cases acquiring a new viewpoint with respect to vocational training. Here is an example. A manufacturing company recently reorganized and added to its production of barrels and kegs the manufacture of toys. This necessitated a 35-percent increase in its employment roll, including an increase in the number of supervisors or foremen. Conference with vocational education authorities developed a realization on the part of the plant executives of the need for training foremen and instructors, as well as workers, who were unfamiliar with new jobs created by the reorganization. An analysis of the training problems presented by the reorganization of the plant convinced the management of the advisability of establishing training programs for foremen, for key men to serve as plant instructors of green help and to qualify workers for their new jobs. This is a typical instance of what is taking place throughout industry. The method followed in working with executives has been to question them concerning changes in employment, the effects of these changes on the industry, and the training problems growing out of the changes, and in this way to assist them to analyze their personnel problems and to visualize the importance of a training program.

New homemaking courses

Special attention has been given in Virginia during the past year to the organization of home economics classes in counties in which no home demonstration program is maintained by the agricultural extension agencies of the State college and the United States Department of Agriculture.

F.F.A. convention

Future Farmers of America—3,000 of them—were preparing for their annual convention in Kansas City, Mo., as this issue of *SCHOOL LIFE* went to press. The F.F.A. convention is a feature of the annual congress of students of vocational agriculture and is held in connection with the American Royal Livestock Show. Before the convention and congress have closed agricultural students from a large number of States will have been proclaimed winners of livestock, milk and meat-judging contests, the annual F.F.A. public-speaking contest, and as winners of the F.F.A. Star American Farmer awards presented to outstanding Future Farmers from various States. Four Future Farmer chapters will have won the cash awards presented each year by the chapters competing in this annual contest. Incidentally, duly designated representatives of State Future Farmer associations will have left the convention with official F.F.A. plaques—winners in the State Association event. Bobby Jones, national president of the F.F.A. during the past year—globe-trotter, adviser to Congressmen, competent farmer and executive, and royal good fellow generally—will have handed over the chair to his successor, and plans will already be under way for another year of F.F.A. progress.

Unemployed get chance

How unemployed or partially employed boys ranging in age from 15 to 22 years are being taken care of in Detroit vocational schools is told by E. Lewis Hayes, principal of these schools. These boys, many of whom have been attending part-time schools, may enter the day classes any day during the school year. New pupils spend the first half day with the school counselor, who allows them to visit the school shops and then to make

a choice of the trade in which they shall take instruction. After a trial they are continued in the course or are sent back for readjustment by the counselor. The school program includes a shop class where the pupil works for half his time—15 hours a week. Classroom work centers around the shop courses and consists of 7½ hours in the related subjects of mathematics, mechanical drawing, and technology. The remaining 7½ hours are devoted to nonvocational subjects—English, social science, auditorium, and health education. A pupil may enter a class at any time, complete units as rapidly as his industry and ability warrant, and be promoted to the next course immediately. All courses of study parallel those of the rest of the day schools but are modified to meet the



Upholstery course students, Peckham Vocational School, Buffalo, N.Y.

needs and vocational interests of the pupils.

Tune in!

SCHOOL LIFE readers who are not familiar with the monthly broadcast of the Future Farmers of America, will do well to form the habit of listening in on it. This broadcast is given on the second Monday of each month during the N.B.C. Farm and Home Hour. It has been on the air for almost 3 years. The programs are educational, inspirational, and entertaining. Several musical numbers are presented each week by the United States Army Band under the direction of Capt. William J. Stannard. Dramatizations and skits are staged by local chapters, State associations, and individual members of Future Farmers of America.

Talks and interviews on timely subjects by F.F.A. members and by persons of national reputation in agricultural and other fields also are featured.

Metal mining courses

With the advent of new prices for precious metals, a report from the Colorado Department of Education to the Office of Education shows, there has been a marked increase in metal mining in that State. This, in turn, has accelerated the demand for trained workers for that industry. To meet this demand the department of education, through its trade and industrial division, has devoted considerable attention to the promotion and development of metal mining training programs. With the beginning of the current school year training centers were put in operation in several urban communities in mineralized areas of the State. "As the probability of employment in metal mining is constantly rising", the report of the department of education explains, "training in this industry presents one of our greatest present needs."

New publications

[Order from the Superintendent of Documents, Government Printing Office, Washington, D.C.]

Agricultural Evening Schools, Revised, Bulletin 89, Agricultural Series, Price 5 cents.

A discussion of methods of organizing and conducting schools for adult farmers.

Principles in Making the Vocational Course of Study in Agriculture in the High School, Revised, Bulletin 98, Agricultural Series, Price 5 cents.

A discussion of the objectives, procedure and criteria involved in formulating the vocational agricultural curriculum in the high school.

Analysis of the Management of a Corn-Growing Enterprise, Bulletin 101, Agricultural Series, 5 cents.

An analysis of the managerial jobs encountered in growing corn for grain.

Analysis of the Management of a Cotton-Growing Enterprise, Bulletin No. 105, Agricultural Series, 5 cents.

An analysis of the managerial jobs encountered in growing cotton.

Apprenticeship in England, France, and Germany, Bulletin 176, Trade and Industrial Series, Price 5 cents.

Reports made available through the Department of State.

CHARLES M. ARTHUR

Other Countries Tell Us

I HAVE just returned from a 14-week trip, having studied educational systems in countries of central and eastern Europe. My main purpose was to learn in detail of the school system of Czechoslovakia and to that country I gave about 6 weeks of the time, making my headquarters at Prague. A second aim was to visit the ministries of education of several countries, learn of their organization and work, and establish friendship between them and the United States Office of Education, for which I was traveling as an official representative. To that end I visited Poland, Austria, Germany, Yugoslavia, Rumania, Bulgaria, Hungary, and France.

Czechoslovakia is extraordinarily rich in historical associations and monuments of the past. Prague, the capital, has a wealth of medieval architecture equaled by few other countries in Europe. Charles University, the oldest institution in Central Europe, founded in 1348, is located in Prague.

Vocational education

While studying the school system in Czechoslovakia, I visited many schools of various types throughout the country. It seems to me that Czechoslovakia is the only country in Europe which offers so great a variety of special instruction. Of the 23,896 Czechoslovak schools, 3,753 are special vocational education institutions enrolling 218,180 students. There are even schools for Czechoslovak bachelors to teach them how to cook and serve meals. Every one of the students, some of them gray-haired, has a small, fully equipped kitchen, in which to prepare certain menus ordered by the instructor. Students are qualified to do their own cooking at the completion of the course. Naturally, all girls, including graduates of secondary schools and universities, take courses in cooking, sewing, and home economics.

Physical culture is highly developed in Czechoslovakia. It is intensively and systematically cultivated not only in schools but in the home. Almost every Czechoslovak is a member of some gymnastic organization.

★ SEVERIN K. TUROSIENSKI, *Foreign Education Specialist, Tells High-Lights of Visit to European Schools and Ministries of Education*

During my stay in this country, I was able to attend two gymnastic public festivals. On April 26 and 27, the Sokol, one of the oldest and most powerful physical cultural associations with about 700,000 members, held a local 2-day festival at Prague. The program was extremely interesting. The great army of Sokols (about 20,000 men and women) dressed in their colorful uniforms, marched into the stadium. The mayor of the city of Prague bade them all welcome and expressed his hope that this festival would help to create health, power, and carriage throughout Czechoslovakia.

In the program of mass exercises, the arm movements and side-bowing were excellent. The whole made the impression of a waving sea, constantly changing with innumerable shades of colors. The program also included graceful national dances.

Every 5 years the Sokols arrange a "Slet", an all-Sokol Congress accompanied by mass displays which present a

review of the work accomplished during preceding years. The next "Slet" will be held in 1936.

Olympiad

The Workers' Gymnastic Federation, with a membership of 140,000, is the second largest organization. It presented the Third Czechoslovak Workers' Olympiad on July 5 to 8 at Prague. One day of the festivals was devoted to children, when about 20,000 of them from 6 to 14 years of age, gave an unusually charming and beautiful performance, witnessed by more than 80,000 persons.

On the next day, adolescents of 14 years and upward, numbering about 30,000, participated. It was an extraordinary and most colorful display of the results of physical training. In the evening a torchlight procession with more than 30,000 participants paraded through the city of Prague in honor of the memory of Jan Hus, the heroic Czech leader of the Reformation in the Middle Ages.



Czechoslovakia stresses physical culture education. Its mass exercise displays are among the greatest in the world.

On the concluding day, July 8, there was presented a captivating climax of the Olympiad. The number of spectators reached 120,000 and the day's program seemed inexhaustible. It was preceded by a ceremonial procession of about 50,000 athletes, including delegates from 18 foreign countries, in most colorful groupings. The huge arena of the stadium was filled with men and women in rhythmic mass exercises, a rare spectacle.

The Olympiad was a great manifestation of the enormous inner strength of the Czechoslovak democracy and of the unusual moral integrity of the nation.

Realgymnasium

At Berlin I visited the Dorotheenstädtisches Realgymnasium, a secondary school, located close to the university. Its director, Dr. Karl Schmidt, a well-known educator, showed me the school. There are no numbered classes, each class being designated for a special study. There I saw the American Room, English Study, and Cabinet Français.

The American Room is decorated in good taste. In one corner is a bust of George Washington against a background of stars and stripes. The walls are covered with pictures portraying American history, architecture, landscape, and the like. On tables are periodicals from the United States. When I entered this room I felt at home.

The English Study and the Cabinet Français are decorated with pictures and plasters representing the history and literature of these countries.

Every year Dr. Schmidt has been organizing a school journey to England, France, and other foreign countries, in order to see the various aspects of the other nations without any prejudice, and to promote international good will based on human ties and relationships. In July 1931 he took his pupils of the upper three classes to England on a visit to Shakespeare's town, London, and the Bishop Stortford College. As the result of this journey each member of the German party wrote an essay in *English*, published by the school under the title "General Record of the Second School Journey to England in July 1931."

The Amerika-Institut is also at Berlin. This is the central clearing house for the entire intellectual and cultural interchange between the United States and Germany. It looks after the interests of Americans studying in Germany, gives them information regarding courses and facilities of study, and assists them in

their dealings with academic and governmental authorities. Its directors are graduates of Harvard University, thoroughly conversant with American college life.

The American College of Sofia, Bulgaria, is located at the village of Simeonovo (about 5 miles from Sofia) in a large picturesque estate. All buildings are modern, class rooms are large and airy, the gymnasium and hospital well equipped. Members of the faculty staff have separate houses with large gardens. The college is a coeducational boarding institution, fully accredited by the Ministry of Public Instruction of Bulgaria. It offers a 6-year semi-classical and a 6-year scientific course leading to a maturity certificate which admits to the National University of Sofia. The language of instruction is English with the exception of Bulgarian language and literature, Bulgarian history and geography, mathematics, physics, chemistry, and natural history, all taught in Bulgarian. Though the college is a coeducational institution, the reading room of its library is divided into two parts—for girls and for boys.

A new palatial building for the National University of Sofia has been recently erected. Its main hall which can accommodate more than a thousand persons is artistically decorated. All laboratories and library are modern and well equipped. It is the best university building in the Balkan countries.

"Friends of America"

At Bucharest, Rumania, the society, Friends of the United States of America, recently established the American Institute of Rumania, which will foster closer relations between the United States and Rumania through careful study of American education and civilization. Dr. F. M. Galdau, professor of the University of Bucharest, who is an active member of the board of the institute, guided me on my visits through the local educational institutions.

I look back on my trip with nothing but satisfaction. But I also look beyond the pleasure and the interest which were associated with visiting the ministries of education and other educational institutions of the various European countries. I trust that the valuable and interesting personal contact with the educational authorities abroad will be kept alive between them and the United States Office of Education.

Measurement Today



CAN new type tests measure reasoning ability as well as simple information? This has been answered in the affirmative in a series of studies of such examinations in college subjects issued by the University of Minnesota as a volume with the title of Studies in College Examinations. A well planned and apparently successful effort was made to construct test items which measured all the objectives of the different college subjects concerned. This compilation of studies ranks with Ralph W. Tyler's Service Studies in Higher Education and E. S. Jones' Study of Comprehensive Examinations as samples of research and presentation of progressive practices in the college examination field.

The measurement of reading readiness or school readiness is one of the latest developments in the testing of entering first-grade children. The problem of accurately measuring the readiness of children to read has become more important since the advent of primary curriculums which allow for considerable variation in the time for beginning reading of different pupils. These readiness tests have been found to have scores which have a fairly respectable relationship to later achievement in reading or other first-grade school achievement. Such recent tests are:

Classification Test for Beginners in Reading, by Clarence R. Stone and C. C. Grover. Published by the Webster Publishing Co., St. Louis, Mo.

Lee-Clark Reading Readiness Test, by J. Murray Lee and Willis W. Clark. Published by the Southern California School Book Depository, Hollywood, Calif.

Metropolitan Readiness Tests, by Gertrude H. Hil-dreth, Nellie E. Griffiths, and J. S. Orleans. Published by the World Book Co., Yonkers, N.Y.

Reading Readiness Test, by M. J. Van Wagenen. Published by the Educational Test Bureau, Minneapolis, Minn.

L. J. O'Rourke has given many important results of the 5-year national study of English usage in rebuilding the English-Usage Curriculum to Insure Greater Mastery of Essentials. The volume attempts an answer to the problem of how much English usage should be taught in the elementary school. This volume is practically indispensable to those who are interested in the reconstruction of the English curriculum.

DAVID SEGEL

Consumer Education Aids

CONSUMER education is important to all of us, and it will continue to be important because every person from the Great Lakes to the Gulf, and from the Atlantic to the Pacific, no matter what his vocation may be, is a consumer.

When consumer education came into the limelight, the Federal Office of Education decided to learn what the Government in Washington is already doing in the way of consumer education. Inquiries were dispatched to many Federal departments, and replies to these and subsequent inquiries brought forth the information briefly compiled for *SCHOOL LIFE*. This article continues "Consumer Education Aids" published in the September issue of *SCHOOL LIFE*.

Bureau of Home Economics

The Bureau of Home Economics of the United States Department of Agriculture is a research agency which serves first of all the women who do the buying for some 28 million households in this country. Its function is to apply scientific knowledge to such vital everyday problems as food, health, clothing, housing, household equipment and furnishings, management of the family income, the purchase and best uses of household materials, and the maintenance of good living standards.

Subjects of special study by the Bureau of Home Economics include such as these: Family food budgets and adequate diets; low-cost emergency diets; children's diets; the chemical composition of foods and their nutritive values; food sources of minerals and vitamins; best uses and best methods of preparing the common foods, especially vegetables, eggs, and meats; methods of home canning; quality guides in buying household fabrics; grades of cotton and wool fibers in relation to durability of the fabric into which they are woven; home laundry methods; how to remove stains from clothing and other fabrics; stiffening qualities of different kinds of starch; self-help clothing for children; clothing made from used materials; methods of increasing household efficiency; kitchen planning; management of the family income; standards of living.

★ WHAT the Federal Government Offers Teachers on Consumer Education—Compiled by Florence Fallgatter, Home Economics Specialist.

The Bureau has published bulletins or leaflets and in some instances charts on these subjects, all of which are available through the Bureau itself or the Superintendent of Documents, Washington, D.C. Film strips and lantern slides showing the effects of diet on growth; designs for children's clothing; cooking methods, canning methods, and various other subjects, can be obtained at nominal cost. Traveling exhibits of children's clothing models can be borrowed for the cost of shipment. A complete list of publications may be had upon request to the Bureau. Following are a few which are of special interest to the consumer:

1. *Low-cost food publications*: Free in limited quantity.
 - Family's food at low cost.
 - Emergency food relief and child health.
 - Getting the most for your food money.
 - Family food budgets for the use of relief agencies.
 - How to spend your food money.
2. *Farmers' Bulletins*:
 - 1219F. Floors and floor coverings. 5 cents.
 - 1236F. Corn and its uses as food. 5 cents.
 - 1449F. Selection of cotton fabrics. 5 cents.
 - 1450F. Home baking. 5 cents.
 - 1553F. Planning and recording family expenditures. 5 cents.
3. *Leaflets*:
 - 17L. Cooking beef according to the cut. 5 cents.
 - 103L. Quality guides in buying sheets and pillowcases. 5 cents.
4. *Miscellaneous Circulars*:
 - 49M. A guide to good meals for the junior homemaker. 5 cents.
 - 113M. Adequate diets for families with limited incomes. 5 cents.
5. *Circulars*: 296C. Diets at four levels of nutritive content and cost. 5 cents.

Bureau of Agricultural Economics

The services rendered by this Bureau are of chief value in assisting consumers in making their buying plans. They include—

Marketing news and inspection services. These services are rendered primarily to the farmers and the trade, but their benefits reach through to consumers. They keep

many inferior articles off the market; they prevent the payment of freight and other marketing charges on produce that cannot be sold, which payments tend to increase the price throughout the markets; they help to bring about improvement in methods of harvesting, packing, and marketing, thus giving housekeepers a better product for the same money.

If the consumer will keep in mind that the prices quoted in these services are wholesale prices she can, with some study, learn to interpret them roughly in terms of the prices she should pay.

Annual outlook reports. Each winter the Bureau issues an agricultural outlook report, covering the coming year, with some comparisons with past years. This report covers all important farm products. It indicates what the supply, demand, quality, and other market conditions for each commodity are likely to be. This yearly statement gives useful long-range indications to housekeepers.

Standardization of farm products. The list of standards formulated by the Bureau of Agricultural Economics that are of direct interest to consumers (which are few compared with the total number of standards so formulated) divides into two groups. The first group includes those that can be readily used by the individual housekeeper under certain conditions, because of the device or certificate, or other visual indication of grade. The second group includes those that are so marked on some wholesale markets and thus can be used by the cafeteria manager or other consumer who buys in quantity on those markets.

Other studies have indirect consumer interest. Among studies that are made for farmers or the trade, the results of which can be used by consumers, are the studies and publications regarding best methods of harvest-preparing and packing farm products for market. Such bulletins are available for many perish-

ables. Housekeepers can glean many hints from them. Other publications and posters describe and illustrate the wholesale and retail cuts of meats. Earlier parcel-post studies were made with the consumer as well as the farmer in mind. The bulletin mentioned in the reading list is useful to any parcel-post consumer.

Publications available

1. Annual Report of the Chief of the Bureau of Agricultural Economics. (Reviews market news, inspection services, standardization, and other work of interest to consumers.)
2. U.S.D.A. Miscellaneous Publication 182: Agricultural Outlook for 1934.
3. U.S.D.A. Circular 8: National Standards for Farm Products.
4. U.S.D.A. Circular 300: Commercial Cuts of Meats.
5. U.S.D.A. Leaflet 67: Beef Grading and Stamping Service. (Tells consumers how to use the service.)
6. U.S.D.A. Mimeographed statement by Bureau of Agricultural Economics: The Consumer and the Standardization of Farm Products. (Tells the consumers how to use the standardization services that are of special use to them.)
7. U.S.D.A. mimeographed statement by Bureau of Agricultural Economics: Check List of Standards Formulated by Bureau of Agricultural Economics. (Contains references to all the many publications in which specifications for these different standards can be found.)
8. U.S.D.A. Development of Federal Standards for the Certification of Farm Products; address by Nils A. Olsen (mimeographed). (Has section on need for further work on consumer standards.)
9. List of Agricultural Economics Reports and Services of the Bureau of Agricultural Economics (mimeographed).
10. U.S.D.A. Miscellaneous Publication 175: Cotton Bags as Consumer Packages for Farm Products.
11. U.S.D.A. Farmers' Bulletin 1551: Marketing Farm Products by Parcel Post. (Considers the consumers' end as well as the farmers'.)
12. U.S.D.A. Facts About Eggs of Value to Housewives (mimeographed).

Food and Drug Administration

The Food and Drug Administration, organized on July 1, 1927, was created by Congress, upon the recommendation of the Secretary of Agriculture, for the specific purpose of administering a group of acts enforced by the Department of Agriculture that are designed primarily to promote purity and truthful labeling in certain commodities essential to the public health and to the economic welfare of the Nation. * * * Both the form of the organization and the policy that guides its activities are designed to promote intensified regulatory operations to bring to consumers the maximum protection provided by the acts of Congress with the minimum disturbance to legitimate commerce.

A new pure food and drug bill which has been introduced in Congress by Senator Copeland as S. 2800 is of prime concern to the consumer. It preserves the worthy features of the present act and covers several important additional features. These are (1) the inclusion of cosmetics

and mechanical devices intended for curative purposes, (2) prohibition of false advertising of foods, drugs, and cosmetics, and (3) the requirement of definitely informative labels.

Publications available

1. Mimeographed copies of radio talks and other informative materials concerning the pending bill may be secured from the Food and Drug Administration.
2. Miscellaneous Publication No. 48, the Food and Drug Administration, briefly outlines the organization of this Administration as well as its activities in the enforcement of the Pure Food and Drug Act and the five other laws charged to the Administration for enforcement. Copies may be obtained from the Government Printing Office. 10 cents.

Schools Report

FROM numerous reports reaching the Federal Office of Education, Mr. W. S. Deffenbaugh presents news of special usefulness. For further information on any of them, consult the source mentioned—*Editor*.

The Kansas City (Mo.) School Service Bulletin, Vol. VI, No. 3, is entitled "Domestic Animals Friends and Helpers of Mankind." The purpose of this number of the bulletin is to present information which will enable the pupils of the Kansas City schools to acquire some knowledge of the domestic animals common to that locality.

A blank entitled "Record of Individual Growth" has been supplied to the elementary schools of San Francisco, Calif., for use by kindergarten teachers. Such teachers are directed to make use of the blank this term.—*San Francisco Public Schools Bulletin*, August 20, 1934.

The "Kansas Teacher" for September 1934 is devoted almost entirely to what is known as the "Kansas Social Studies Unit Program", including history, civics, geography, science, and hygiene for the elementary grades. The program was prepared by the Kansas State Department of Education.

The assignment of the staff of 28 teachers of speech improvement in New York City covered 204 schools, approximately one third of the total number of elementary and junior high schools. In such schools, 25,257 pupils were enrolled in speech clinics during the year. Of such number, 8,502 were discharged as corrected; and definite improvement was recorded in 13,983 other cases. The fact that 25,000 pupils in 204 schools needed clinical work in speech would indicate

that in schools not visited by the speech improvement staff there are 50,000 handicapped pupils in need of speech correction.—*Thirty-fifth Annual Report of the Superintendent of Schools, City of New York, 1932-33*, p. 98.

An educational museum is maintained by the board of education of St. Louis, Mo., to assemble visual aids and supplementary books and to circulate them among the St. Louis public schools. Two buildings, originally used as school buildings, now house the educational museum and its many activities.

One of these activities is the traveling library which provides books to supplement and amplify the regular textbook material in the schools. Instead of placing a few sets of supplementary books in each elementary school, the board of education maintains this traveling library of approximately 100,000 books.—*Public School Messenger, St. Louis Public Schools*, February 20, 1934.

A committee composed of West Virginia educators is engaged in a study of the high-school curriculum. The purpose of the committee is (1) to consider certain fundamental principles governing a revision of the West Virginia program of studies; (2) on the basis of such principles to decide what courses of study shall be constants and what variables; and (3) on the same basis to advise what shall be the content and organization of the various courses.—*West Virginia School Journal*, September 1934, p. 20.

During the year the high-school principals in the State of New York in cooperation with the superintendents of schools, presented definite recommendations relative to the reorganization of the high-school curriculum whereby the requirements for high-school graduation might be readjusted and made much more flexible. These recommendations received the full approval of the commissioner of education and were unanimously approved by the board of regents at the March meeting.

The program may be summarized as follows: (1) The constants to include English, social studies, and health; (2) a 3-year sequence in one of the following fields: Social studies, science, mathematics, foreign language, music, drawing, commercial subjects, or arts and crafts including practical and industrial arts; (3) a 2-year sequence in some field other than that of the 3-year sequence; (4) the balance of the curriculum to be offered as free electives.—*University of the State of New York, Bulletin to the Schools*, April 16, 1934.

W. S. DEFFENBAUGH

New Government Aids For Teachers



ORDER FREE PUBLICATIONS and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D.C., inclosing remittance [check or money order] at time of ordering

RADIO BROADCASTS

Consumer Problems in Recovery

Every Friday at 3:45 p.m., eastern standard time, over the N.B.C. national network. Dr. Frederick C. Howe, consumers' counsel of the A.A.A., and an officer of the General Federation of Women's Clubs give a 15-minute dialogue on major problems confronting consumers and what can be done to solve them. (See illustration.) Your local N.B.C. station can inform you when this program is broadcast in your city.

Education in the News

Every Wednesday at 6 p.m., eastern standard time, over station WMAL and associated N.B.C. stations.

Farm and Home Hour

Every day, 12:30 to 1:30 p.m., eastern standard time, over station WMAL. Network includes all sections except the west coast. Second Monday in each month devoted exclusively to the Future Farmers of America, by courtesy of N.B.C.

The Home Demonstration Radio Hour

First Wednesday of every month from 12:30 to 1:30 p.m., eastern standard time. A new monthly radio program of the Extension Service of the United States Department of Agriculture, cooperating with the State extension services, the National Broadcasting Co., and the radio service of the United States Department of Agriculture, featuring topics of interest to farm women, extension workers, and others interested in home economics subjects.

PUBLICATIONS

Enactment of a Law. 12 p. (Senate Document No. 155.) Free.

History of the legislative proceedings of Congress in connection with the passage of a Senate bill from its introduction through the various parliamentary stages until its enactment into law.

The following illustrated publications are available at 5 cents per copy from the Pan American Union, Washington, D.C.:

American City Series.—Buenos Aires—Metropolis of the Southern Hemisphere, No. 1-A; Sao Paulo—The heart of the coffee land, No. 3-B.

American Nation Series.—Chile, No. 4.

Price Lists: Insular Possessions—Guam, Philippines, Puerto Rico, Samoa, Virgin Islands, No. 32; Immigration—Naturalization, Citizenship, and Aliens, No. 67. (Government Printing Office.) Free.

Guidebook of the Western United States, Part F—Southern Pacific Lines, New Orleans to Los Angeles. 1933. 304 p., illus., folding maps. (Geological Survey Bulletin 845.) \$1, paper cover.

Detailed information on character, history, environmental relations and geology of principal cities and surrounding territory in Louisiana, Texas, New Mexico, Arizona, and California through which the Southern Pacific Railroad passes. (History; Geography; Geology; Economics.)

Topographic Map of the island of Maui, Hawaii. Scale: 5,000 feet to the inch. Size: 54 by 40 inches. (Geological Survey.) Price 50 cents.

Shows motor roads, trails, railroad, wharves, bridges, streams, canals, ditches, lakes and ponds, marshes, sand, etc.

LANTERN SLIDES

The Forest Service has prepared colored lantern slides with lecture outlines to accompany them on the following subjects:

- Conservation of the forest
- Forestry in the United States
- Work of the Forest Service
- National forest playgrounds
- Agriculture and forestry
- Botany and forestry
- Manual training and forestry
- Nature study and forestry
- Tree windbreaks
- Keeping livestock out of the woods in the North Central States
- Farm woodlands
- Geography and forestry
- Life of a tree
- Farm forestry in the South

Collections loaned for periods of a week or more. A set of slides packed for shipment weighs about 12 pounds. Loaned on condition that the borrower agrees to pay transportation charges and be responsible for the material while it is in his possession.

Slides from the general collection, without a syllabus, are loaned upon the same conditions as the special sets. This collection shows the characteristic forest growth in the United States, most phases of forest work, industries dependent upon the forest, administration and use of the national forests, and related subjects.

MARGARET F. RYAN



The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries

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FUNDAMENTALS IN THE EDUCATION OF NEGROES

*Proposals Adopted by
The National Conference on Fundamental Problems
in the Education of Negroes
Washington, D.C., May 9-12, 1934*

In view of the fact that in many States Negroes are forced by law to attend segregated schools which are almost invariably inequitably provided and maintained; and because of the inadequacy of these schools to serve the purpose of education in a democracy; and in order that equality of opportunity may be offered to all Americans; and in order that the Negro may meet effectively his obligations as an American citizen; and in order that America may have the benefit of those varied contributions possible only when the members of all races are allowed the fullest development; the following fundamentals in the education of Negroes are proposed by this Conference:

I. Ultimate Educational Objectives and Ideals

- A. **HOME LIFE.**—Equal economic opportunity, and political and social justice for all, which will make possible the realization and maintenance of home and family life in keeping with American ideals and standards.
- B. **VOCATIONS.**—Adequate provision for professional and vocational education, and guidance; conducted by properly trained persons; and varied according to individual interests and abilities.
- C. **CITIZENSHIP.**—Full participation in all phases of life in accordance with the highest ideals and practices of good citizenship.
- D. **RECREATION AND LEISURE.**—Adequate provision for wholesome recreational activities, and adequate training for the better use of leisure time.
- E. **HEALTH.**—Healthful living and working conditions, and adequate health service and health education.
- F. **CHARACTER.**—The ability and disposition to make wise choices in the various life situations.

II. Immediate Educational Objectives and Ideals

- A. **AVAILABILITY OF EDUCATION.**—Schools and colleges available and accessible for all Negro children, adequate in length of term, number of teachers, curriculum offerings, equipment, and facilities.
- B. **TEACHERS AND TEACHING.**—Selection, training, compensation, tenure, and working conditions of teachers in keeping with the highest standards of professional growth and leadership in recognition of their outstanding importance in the education of Negro children and in the leadership of Negro life; and the acceptance of the responsibility by all teachers of Negro youth to teach the fundamental principles and issues underlying our economic and social order.
- C. **FINANCIAL SUPPORT.**—Adequate financial support of schools for Negro children, equitably distributed, and intelligently administered, with full recognition that there can be but one standard of adequacy.
- D. **ADMINISTRATION.**—Larger participation in the administration and control of schools by intelligent representatives of the people served; and curriculum differentiation and adaptation based on needs rather than on race.
- E. **SEGREGATED SCHOOLS.**—Discouragement of and opposition to the extension of segregated schools.

In the foregoing statement of objectives and ideals, the principle of the single standard should apply.

This document is printed in an attractive, 16 x 21 inch poster, on heavy bond paper, suitable for framing.
It may be purchased from the Government Printing Office, Washington, D.C., for 10 cents.
A reduction of 25 percent will be made on orders for a hundred or more.

FOR ADDITIONAL INFORMATION concerning the Conference, address the
United States Office of Education, Washington, D.C.

SCHOOL LIFE



November

1934

Vol. XX • No. 3



IN THIS ISSUE



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Explaining the F. D. I. C. • League of Women Voters • Teachers' Mental Health
England to Train Jobless Youth • A Five-Inch Bookshelf • Aids for School Boards

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

*The Office of Education,
U. S. Department of the
Interior, Washington,
D. C., for published
information on—*

Nursery-Kindergarten-
Primary Education

Elementary Education

Secondary Education

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Schools

School Administration

School Finance

School Legislation

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Rehabilitation

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Educational Tests and
Measurements

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Adult Education

SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.



THANKFUL

THANK YOU, UNCLE SAM. This is the gist of thousands of letters reaching the White House, the Federal Office of Education, and the Federal Emergency Relief Administration—home of the Emergency Education Program—from every State in the Union.

Why so many notes of gratitude on the eve of another Thanksgiving Day?

Thousands of men and women are expressing their deepest appreciation for a gift many of them never before had the opportunity to get. These adults, many of them now mothers and fathers, grandmothers and grandfathers, only now are seeing the light of a new life opened up to them during the past year by Uncle Sam.

We are thankful that this Thanksgiving Day finds in our United States a million more adults who have learned what most of us learned in our early years—the alphabet, how to write, how to read, and how to count.

But we are also thankful that in erasing another portion of the illiteracy blot across the face of our country, Uncle Sam, since last Thanksgiving Day, has probably taught a million more men and women the real meaning of education. Needless to say he has made a million more friends of our schools.

We are thankful for education, but also thankful for education in education.





For November • 1934



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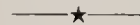
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The cover illustration for this issue of SCHOOL LIFE was drawn by Fred G. Cooper, New York City, and used for a tailpiece of a booklet, "You and Machines"

Since Last We Met

SECRETARY ICKES placed Office of Education assembled facts on the school situation before President Roosevelt. The President authorized Secretary Ickes and Relief Administrator Hopkins to cooperate in opening schools which might otherwise remain closed or be forced to close under a 3-month school term because of emergency conditions.



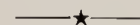
England has equalized salary schedules of rural and city teachers, a distinguished visitor, Mrs. Margaret Wintringham, former M. P., tells us. England is also making a bold step toward solution of the youth problem, she points out on page 56.



Need for closer cooperation with educational agencies was a dominant note of the Twentieth Recreation Congress held in Washington.



Surveys on which could be based 10-year programs for school building will be conducted in any State which wishes to have this service, according to F. E. R. A. White-collar relief workers would do the work.



The Pennsylvania Citizens Conference on education held October 10 and 11 inaugurated a revival of citizen study of school problems in the Keystone State.



State superintendents from nine drought and Southern States met in Washington October 1 at the call of President Charles A. Lee, Missouri, of the National Council of State Superintendents and Commissioners of Education. They presented a 7-blank request for emergency aid to schools.



State Superintendent M. D. Collins tells that the 6-week institute for Georgia city and county superintendents will be repeated this year. "Watch Georgia," he says, "for progressive developments which are growing out of this round-table study of school problems."



J. W. Studebaker, Commissioner of Education, took office October 23. Because of illness he was delayed 6 weeks in coming to Washington from Des Moines, Iowa, where he was superintendent of schools for 14 years. Miss Bess Goodykoontz was Acting Commissioner from July 1 until Mr. Studebaker entered upon his new duties.

Schools and the P. W. A.

IN REFLECTING clearly the urgent need for additional school facilities existing over the Nation and the response by schoolmen to the offer of financial assistance to meet this need, the latest report by the Federal Emergency Administration of Public Works (P. W. A.) is truly significant of the housing situation in the educational field.

This article presents the current progress of P. W. A. activities in school and library construction. Also it supplements previous articles on this subject appearing in *SCHOOL LIFE* during the past year.¹

In line with the old Chinese proverb that a picture is worth 10,000 words, illustrations shown on the opposite page are offered herewith as being typical of more than 1,000 school and library projects being built with the aid of P. W. A. allotments made from its \$3,700,000,000 fund.

Public Works appeared on the educational scene in 1933 at a most crucial period. Unemployment and N. R. A. child labor restrictions had increased the public-school enrollments by more than a million pupils. Depression and high interest rates had reduced the financing ability of the schools to a point where budgeting for capital outlays was impossible and construction work of any kind for the schools had practically reached a standstill.

The consequences of this condition to the schools is strikingly evidenced in the reports to the Federal Office of Education during 1931-32.² For example, data from 50 percent of the cities with populations of 10,000 and more in the United States disclosed that 35,000 children were on a part-time attendance basis due to the lack of classrooms. Another 33,000 were being housed in portables, temporary structures, and even in tents. Despite these conditions, only 70, or 5.5 percent, of 1,266 large cities reported any construction work on classrooms.

¹ For other articles about P. W. A. see *SCHOOL LIFE* numbers for September, November, December 1933, and January, February 1934.

² See Statistics of City School Systems, 1931-32. Bulletin, 1933, No. 2—Biennial Survey of Education in the United States: 1930-32.

★ LESTER B. HERLIHY, *Education Statistician,* *Reports Progress of Public Works Activities in School and Library Construction Embracing More Than 1,000 Projects*

Thus it is that anyone who is acquainted with the problems in housing confronting the schoolmen during these past 3 years can obtain much satisfaction from a study of the P. W. A.'s current summaries of allotments to schools for construction work.

P. W. A. allotments for non-Federal projects total almost \$1,000,000,000 of which one-eighth, or \$122,910,358, had been allotted educational projects up to August 19, 1934.

This sum financed 936 projects,³ classified as follows:

Elementary and secondary—814 projects...	\$98,358,325
Colleges and universities—101 projects.....	21,973,533
Other educational institutions—3 projects...	789,900
Public libraries—18 projects.....	1,788,600

Projects ranged from a \$600 school-house for Edom, Tex., to the \$8,250,000 Los Angeles program for the repair, replacement, and construction of 130 schools damaged or wrecked by the 1933 earthquake.

In addition 135 Federal educational projects have received \$10,955,911. Of this amount, the United States Office of Indian Affairs was allotted \$3,613,000 for alterations and new buildings involving 105 schools. The Canal Zone was allotted \$300,000 for a high school and junior college to house 1,200 students; Howard University, Washington, D. C., was granted \$2,294,311; and Alaska schools \$175,000. The balance was allotted to other Federal educational institutions.

This brings the total P. W. A. allotments for educational projects to \$133,866,269 for 1,071 projects.

P. W. A. records also show for what this money has been used; science buildings, auditoriums, entire school plants, gymnasiums, additional classrooms, new basements, dormitories.

In many cases, of course P. W. A. advanced only the grant up to 30 percent of the cost of labor and materials. Local authorities raised the rest without soliciting a loan from P. W. A. For this reason, the total amount spent on new school construction aided by P. W. A. is greater than the above figure. It is estimated that the schools of the United States will have added \$210,000,000 in new facilities by the end of the present fiscal year as a result of this P. W. A. program.

³ The term project as used by P. W. A. represents a unit comprising either one or many separate items of construction.

So Many Children

THE Public Works Administration has helped distracted school districts that had so many children they didn't know what to do.

Facts:

For school and library construction P. W. A. allotted one-tenth of the total amount expended on non-Federal projects.

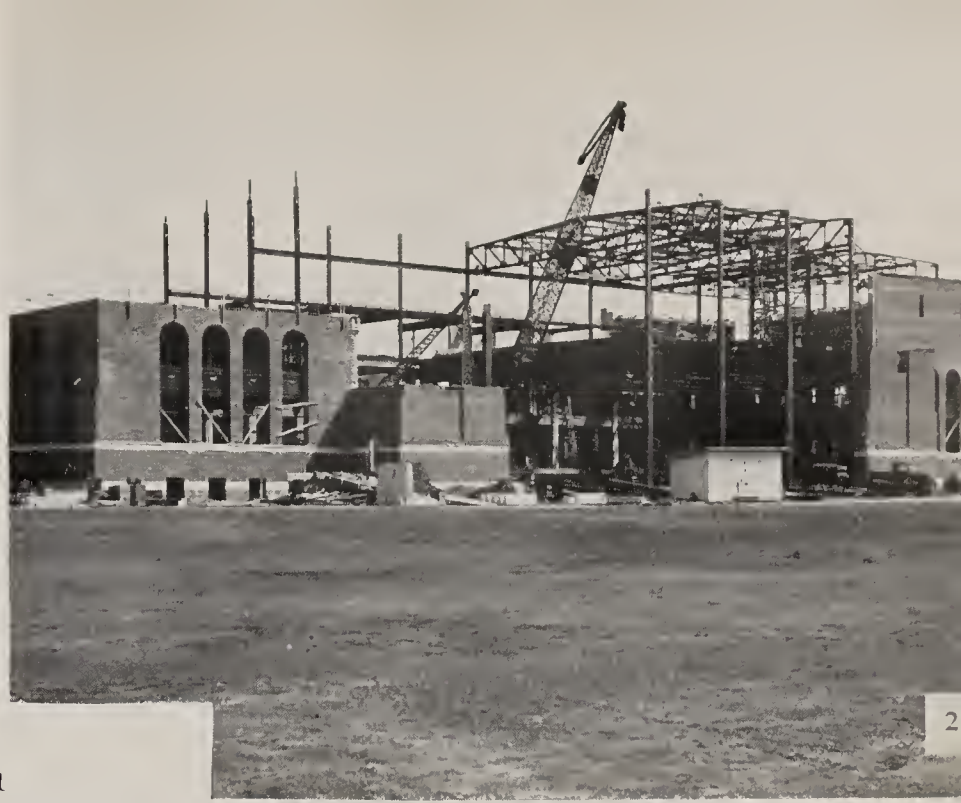
Total number of school and library projects aided by P. W. A. grants and/or loans through August 15—1,071.

P. W. A. funds advanced for non-Federal schools and libraries, \$122,910,000 to August 19, 1934.

Total money spent on educational projects aided by P. W. A. approximately \$200,000,000.

The equivalent of 1 year's work was provided for heads of 41,000 families.

Proportion of 1933-34 United States school building aided by P. W. A. . . . more than one-half.



1

Building Reinforcement
Huntingdon Park, Calif.

2

Indoor Sports Building
University of Minnesota

3

Indoor Sports Building
University of Minnesota

4

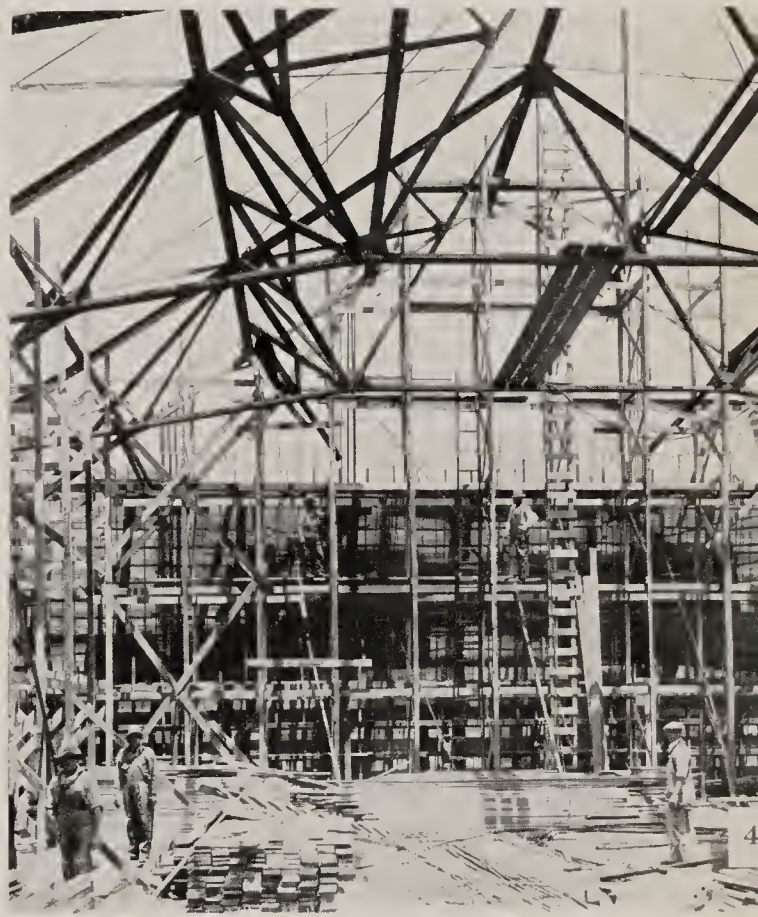
Gymnasium
Whittier State School, California

5

Wendell Phillips High
School
Chicago

6

Wendell Phillips High
School
Chicago



The extent to which this program has reached every section, in fact, every State, is shown in the accompanying summary (table 1) made as of August 1, 1934:

Besides benefiting the schools these P. W. A. financially aided educational projects have contributed to recovery by relieving unemployment. It is estimated that educational projects alone have given the equivalent of a year's work to the heads of 41,000 families.

Now what of the future.

Public Works Administration closed its books to applicants last February.

There are four times as many applications for educational projects on file as there are allotments approved. If the ratio holds, it means that school and library project requests before P. W. A. total somewhere near \$500,000,000.

All of the \$3,700,000,000 appropriated by Congress from the Federal Treasury for Public Works construction has been allotted. But this does not mean that no further allotments to education projects can or will be made. Congress, at the last session, authorized the creation of a revolving fund to further expand the Public Works program without additional appropriations from the Federal Treasury.

P. W. A. obtains the money for this revolving fund by selling bonds which it has purchased from the recipients of non-Federal allotments with funds appropriated by Congress. After the bonds are sold the money realized from their sale is reallocated to additional projects. This process can be repeated again and again.

Bonds are sold to or through the Reconstruction Finance Corporation. The R. F. C. is authorized to hold the bonds in its own portfolio of securities or to sell them in the private investment market. Up to this time the R. F. C. has followed the policy of immediately reselling all bonds taken from P. W. A., but it is authorized to hold in its own portfolio up to \$250,000,000 worth of P. W. A. securities. The R. F. C. has taken more than \$10,000,000 worth of bonds from P. W. A. and immediately resold them in the private investment market. This money has gone into the revolving fund and allotments have been made from it.

Improving conditions in the municipal market within the last few months have enabled P. W. A. to expand the non-Federal side of the Public Works program in still another way. Many recipients of combined loan and grant allotments have found that they are able now to sell their bonds directly to private investors and will not need P. W. A. loans. After selling their bonds privately they have requested P. W. A. to change their allot-

Continued on page 64]

TABLE 1.—Amounts of loans and grants made by the Federal Emergency Administration of Public Works for non-Federal school building and improvement projects in each of 48 States and 1 Territory to Aug. 1, 1934

	Total allotments	Public schools		Colleges and universities	
		Loan	Grant	Loan	Grant
United States.....	¹ \$115,788,438	\$60,039,296	\$35,412,609	\$13,432,543	\$6,903,990
Alabama.....	1,090,600	802,790	287,810		
Arizona.....	14,000	10,610	3,390		
Arkansas.....	2,910,208	228,988	84,220	1,990,330	606,670
California.....	14,349,470	8,289,630	5,668,040	251,360	140,440
Colorado.....	286,000			217,900	68,100
Connecticut.....	644,400	76,025	568,375		
Delaware.....	712,700		712,700		
Florida.....	75,000		75,000		
Georgia.....	3,829,450	670,810	341,240	2,063,950	753,450
Idaho.....	41,500	30,000	11,500		
Illinois.....	4,126,261	1,762,831	2,354,930		8,500
Indiana.....	521,700	32,200	66,000	113,500	310,000
Iowa.....	1,150,200	254,510	738,690		157,000
Kansas.....	1,575,300	509,190	1,031,710		² 34,400
Kentucky.....	660,800	133,610	208,190	238,340	80,660
Louisiana.....	142,100	77,700	64,400		
Maine.....	136,400	93,450	42,950		
Maryland.....	915,400	305,250	386,750		223,400
Massachusetts.....	2,902,700	868,750	1,836,950		197,000
Michigan.....	51,700	20,000	31,700		
Minnesota.....	805,000	251,700	374,300		179,000
Mississippi.....	509,616	368,861	140,755		
Missouri.....	4,271,582	2,469,242	1,802,340		
Montana.....	2,766,900	1,422,584	464,316	658,800	221,380
Nebraska.....	128,100	21,000	100,300		6,800
Nevada.....	32,500	23,500	9,000		
New Hampshire.....	1,082,500	776,950	305,550		
New Jersey.....	3,081,800	2,289,710	792,090		
New Mexico.....	37,500		28,500		9,000
New York.....	26,641,038	19,522,479	7,118,559		
North Carolina.....	3,544,600	2,303,430	1,195,770	10,850	34,550
North Dakota.....	1,013,050	695,140	317,910		
Ohio.....	1,145,000	516,200	258,600	184,000	186,200
Oklahoma.....	1,946,548	812,508	494,040	464,220	175,780
Oregon.....	384,950	276,140	108,810		
Pennsylvania.....	2,190,170	1,157,450	1,032,720		
Rhode Island.....	5,002,328	3,208,453	1,491,375		302,500
South Carolina.....	449,200	317,650	131,550		
South Dakota.....	1,035,400	738,570	296,830		
Tennessee.....	3,656,433	1,915,250	712,750	852,933	175,500
Texas.....	10,396,500	4,745,360	1,937,840	2,722,920	990,380
Utah.....	1,826,700	1,295,250	517,650		13,800
Vermont.....	326,700	9,375	30,325		287,000
Virginia.....	4,259,120	228,300	534,820	2,564,720	¹ 931,280
Washington.....	1,098,900		166,400	417,140	515,360
West Virginia.....	666,000			467,880	198,120
Wisconsin.....	941,300	440,350	489,350		11,600
Wyoming.....	390,000	67,500	22,500	213,700	86,300
Hawaii.....	23,114		23,114		

¹ Since these figures were compiled, a later report on allotments made through Aug. 18, 1934, adds the amount of \$7,121,920 to the total on non-Federal educational projects approved.

² A part of this amount was for other educational institutions.

TABLE 2.—Allotments by types of projects through Aug. 18, 1934

Types of project	Non-Federal		Federal	
	Projects	Allotment	Projects	Allotment
Street and highways.....	517	\$78,103,182	8,633	\$464,334,794
Utilities ¹	1,696	291,859,031	402	13,436,055
Buildings ²	1,456	202,711,633	2,214	165,075,318
Flood control, water power, and reclamation.....	51	48,465,824	149	220,848,995
Water navigation aids.....	11	4,251,070	385	238,905,426
Vessels.....			142	261,969,031
Emergency structures.....	146	158,408,101	94	20,995,221
Railroads.....	43	199,607,800	16	225,108
Aviation.....	9	376,500	200	28,682,771
Recreational ³	37	2,948,800	59	1,016,536
Miscellaneous.....	2	5,900	1,120	104,157,711
Total.....	3,968	986,737,841	13,414	1,519,646,966

¹ Comprises sewer projects, water systems, gas plants, communications, railroads, and car lines.

² Embraces educational and municipal buildings, hospitals, penal institutions, etc.

³ Beaches and swimming pools, park developments, etc.

Schools Report

★

BEGINNING September 1933, the schools of Bronxville, N. Y., embarked on a new plan by which recent college graduates are accepted as unpaid assistants for 1 or 2 years. The plan is explained and its advantages are enumerated in—*Bronxville Schools Bulletin, September 1934.*

The Entire School as an Advisory Agency is the title of the 1933 Report of the Superintendent of Schools of Milwaukee, Wis.

The rural schools in McHenry County, Ill., have been organized into six rural school library districts, each district embracing those rural schools underlying a given community high school. Of the 110 one-room and two-room rural schools in the county 97 are located in a library district and 80 of the 97 schools now hold membership in one of these libraries.—*The Illinois Teacher, September 1934.*

Instead of having the administration of schools divided horizontally, with elementary schools under one assistant superintendent, and junior and senior high schools under another, the Minneapolis, Minn., schools now have a plan of vertical administration with all problems relating to instruction from kindergarten through the high school directed by one assistant superintendent, and all problems relating to administration and organization of schools directed by another.—*School Bulletin, Minneapolis Public Schools, Sept. 20, 1934.*

The North Central Association Quarterly, October 1934, contains a report on institutional experiments and a report on trends in the development of secondary schools—type of organization, teacher load, length of class period, courses dropped, etc. Data in these reports are presented for each of the States in the North Central Association.

In April 1934, the Superintendent of Schools of Chicago, Ill., assigned the responsibility for distribution of textbooks to the Bureau of Research and Building Survey. Formerly there were at least three different offices in which textbook requisitions were approved, modified, or disapproved. Under the new set-up,

responsibility was concentrated in one office and in one individual in that office.

The Bureau has established the following quotas: [a] Elementary schools—basic textbooks, 10 per pupil; supplementary and library books, 4 per pupil. [b] High schools—basic textbooks, 9 per pupil; supplementary and library books, 4 per pupil.—*Textbook Report, September 1934.*

W. S. DEFFENBAUGH



JOHN T. WEBNER has been appointed general secretary of the National Congress of Parents and Teachers, succeeding Elwood Baker. Mr. Webner is the father of four children. He brings to his new position wide experience as a teacher in the schools of Illinois, Michigan, Virginia, and Puerto Rico.

Born at Evanston, Ill., Mr. Webner attended public schools in Chicago, Boston, New York, and Cincinnati, studied at Ohio Mechanics Institute, Cincinnati, and was graduated from Pennsylvania State College in 1915. He spent several years in Puerto Rico as manager of citrus fruit plantations and as a high-school teacher, taught in a Springfield, Ill., high school, and was later superintendent for the Demonstration Farm and Experiment Station in Santo Domingo.

Since his return to the United States in 1919 Mr. Webner has been successively a teacher in Downer Grove (Ill.) School, research specialist in the Merrill-Palmer School, Detroit, and educational adviser to several Civilian Conservation Camps.

His service as an active member of parent-teacher associations in Illinois and Virginia and as president of three parent-teacher units in the latter State has given him an insight into the needs of local parent-teacher associations.

Measurement Today

★

SCALES for the measurement of social attitudes constructed under the direction of Dr. L. L. Thurstone of the University of Chicago are increasing in number. The latest number available is 23. These scales appear to be valuable instruments in the evaluation of the effects of different environments upon people. These scales will make possible a better approach to the measurement of the effects of motion pictures, radio, and newspapers.

★

“Major Strategy versus Minor Tactics in Educational Testing,” in the Baltimore Bulletin of Education for September, written by Dr. Ben D. Wood, is an excellent exposition of the long range use of tests. Although admitting the value of tests in the classroom for direct instructional uses, he emphasizes the growth over a period of years as indicated by test results in different subjects.

★

“The Possibilities of Measurement as a Supplementary Device for the Accrediting of High Schools” is the title of Circular No. 131 of the Federal Office of Education.

★

A more refined procedure to evaluate teaching ability in those school subjects in which progress can be fairly accurately measured has been demonstrated by Seyfert and Tyndal of Harvard University. This procedure is reported in the Journal of Educational Research for September 1934.

★

The Institute of Human Relations of Yale University has issued Volume I of its Observational Studies of Social Behavior. This volume illustrates the methods by which observation of human behavior can be scientifically approached and appraised.

★

“Differential Diagnosis of Ability in School Children” is the title of a brochure written by the writer, published by Warwick and York, Inc. It deals with the more technical phases of the construction and application of tests to secure reliable and valid estimates of differences in performances in different abilities in an individual. The author believes many “diagnostic tests” have not always been “diagnostic.”

DAVID SEGEL

To C. C. C. Educational Advisers



★ AS I write this I have just read a paper on the C. C. C. educational program before a section of the Twentieth National Recreation Congress held in Washington. In the meetings much stress was put on the values of recreation. Most of us

in educational work have not thought enough about that subject. In the C. C. C. educational program particularly we take very seriously our obligation to do vocational counseling and to teach subjects ordinarily found in some curriculum. That is fine. But one of our dominant aims (see the Handbook, p. 3) is "To develop in each man his powers of self-expression, self-entertainment, and self-culture." Does your camp program help enrollees to develop those forms of recreation and those hobbies that they can continue later under normal living conditions? Junior enrollees will take readily to competitive sports. But a boxer is old at 30; Babe Ruth, at 40, is through as an athlete. Few forms of competitive sport except golf can be continued through middle age.

There is another type of recreation, however, that can be enjoyed throughout life. I am thinking of recreation for *relaxation*. You do not need to be reminded that President Roosevelt finds relaxation from the cares of state in his stamp collection. What about hobbies, crafts, drawing, carving, magic, music, dramatics, stamp collecting, nature study, archery, photography? You can extend the list. Any of these subjects will lend itself to group discussion and group effort. Each has a literature of its own which is valuable not only for technical content but for its background and connotation.

In one camp a fossil-hunters club is almost the liveliest organization there. Those men are learning geology, biology, and history, while in friendly rivalry to see who can gather the best collection. Forty years from now they can be doing the same thing, either in a group or by themselves, and enjoying it even more.

Archery is one of my hobbies. I am no Robin Hood or William Tell, but the first book I read on archery (a tome of 400 pages) carried me back into history, hundreds of years, with a feeling of

"WHAT is Your Hobby?" Asks Dean C. S. Marsh, of C. C. C. Camp Educational Advisers, Stressing Recreation for Relaxation; Five Pillars of Mental Health

comradeship for some of the famous characters of bow and arrow days, that I had never felt before.

Then, too, many of these forms of recreation for relaxation have local and national organizations through which an enrollee can make interesting friends, and widen his horizon.

Here is a statement of the National Committee for Mental Hygiene: "It is well to remember that for a well-rounded and well-adjusted life the following foundations are required: (1) Good physical health, (2) An interesting job, (3) Hobbies or pastimes that give relaxation and recreation, (4) Friends to confide in, (5) A philosophy of life or religion that meets the need of the individual. It is possible, of course, to be a happy and healthy individual without having all five of these pillars of mental health, but each represents added insurance against a mental break-down. In instances where an entire life is centered around only one of these, there is always danger that it might be suddenly removed and the mental health of the individual endangered in consequence. The man who lives only for his job, without friends, recreation,

hobbies, or cultural interests, is more hurt by unemployment than the man who at least has other interests to fall back on to keep his mind off his troubles."

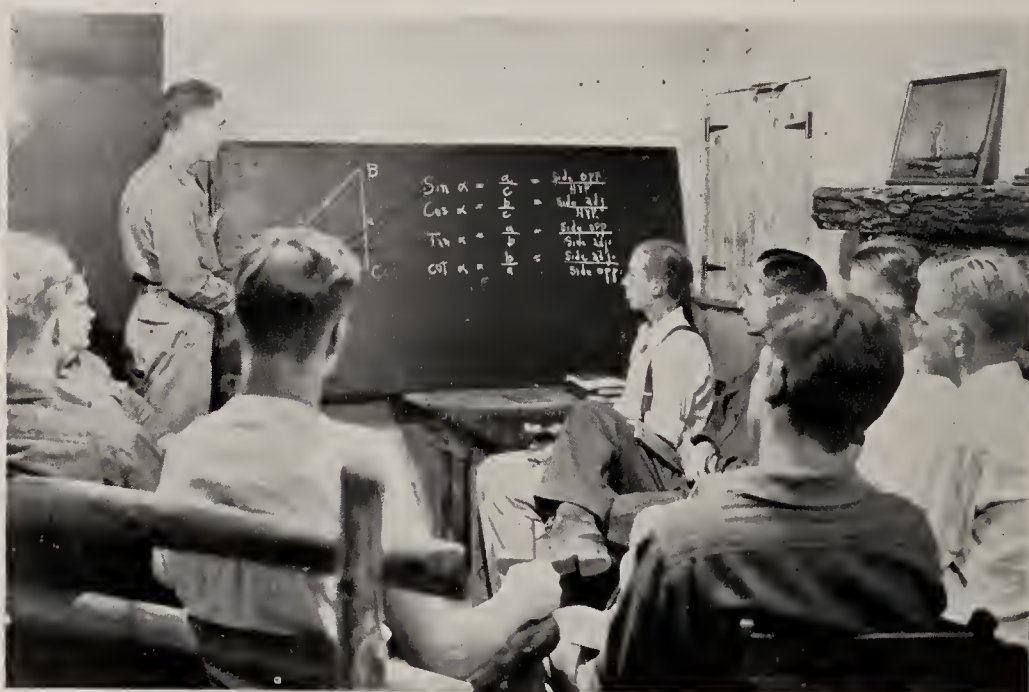
By the way, what's your own hobby?

—★—

It is interesting to know that in September 45,522 enrollees in the CCC camps throughout the United States were participating regularly in supervised hobby activities. This information has been reported to the office of Dean Marsh by the respective camp educational advisers.—*Editor.*

—★—

Copies of a radio address on "Civilian Conservation Corps" made October 24 by Mr. Robert Fechner, Director, Emergency Conservation Work, are available from the office of Guy McKinney, Publicity Director, Emergency Conservation Work, New Post Office Building, Washington, D. C. The address was broadcast over a Nation-wide network through the courtesy of the Washington Star and the National Broadcasting Company.



Education Now Plays a Major Role in C. C. C. Camp Life.

Educators' Bulletin Board



Meetings

AMERICAN ASSOCIATION FOR LABOR LEGISLATION. Chicago, Ill., December 26-29.

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS. Chicago, Ill., November 30-December 1.

AMERICAN ASSOCIATION OF TEACHERS OF GERMAN. Swarthmore, Pa., December 26.

AMERICAN CATHOLIC HISTORICAL ASSOCIATION. Washington, D. C., December 27-30.

AMERICAN ECONOMIC ASSOCIATION. Chicago, Ill., December 26-29.

AMERICAN HISTORICAL ASSOCIATION. Washington, D. C., December 27-29.

AMERICAN NATURE STUDY SOCIETY. Pittsburgh, Pa., December 27-30.

AMERICAN PHILOLOGICAL ASSOCIATION. Toronto, Ontario, Canada, December 27-29.

AMERICAN SOCIETY OF MECHANICAL ENGINEERS. New York, N. Y., December 3-7.

AMERICAN SOCIOLOGICAL SOCIETY. Chicago, Ill., December 25-29.

ASSOCIATION OF HISTORY TEACHERS OF THE MIDDLE STATES AND MARYLAND. Atlantic City, N. J., November 30 and December 1.

ASSOCIATION OF TEACHERS OF MATHEMATICS IN NEW ENGLAND. Boston, Mass., December 8.

ASSOCIATION OF UNIVERSITY AND COLLEGE BUSINESS OFFICERS. Pinehurst, N. C., December 7 and 8.

BOTANICAL SOCIETY OF AMERICA. Pittsburgh, Pa., December 27-29.

CARNEGIE CORPORATION OF NEW YORK. New York, N. Y., November 20.

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING. New York, N. Y., December 21.

COLLEGE CONFERENCE ON ENGLISH IN THE CENTRAL ATLANTIC STATES. Atlantic City, N. J., December 1.

COLLEGE PHYSICAL EDUCATION ASSOCIATION. New York, N. Y., December 27 and 28.

CONFERENCE OF NEGRO LAND-GRANT COLLEGES. Washington, D. C., November 19-21.

EASTERN ASSOCIATION OF COLLEGE DEANS AND ADVISERS OF MEN. Atlantic City, N. J., December 1.

ELEMENTARY PRINCIPALS AND SUPERVISORS ASSOCIATION OF TEXAS. Galveston, Tex., November 29-December 1.

GEOLOGICAL SOCIETY OF AMERICA. Rochester, N. Y., December 27-29.

IDAHO EDUCATION ASSOCIATION. Boise, November 30 and December 1.

ILLINOIS CITY SUPERINTENDENTS ASSOCIATION. Springfield, November 21 and 22.

ILLINOIS SECONDARY SCHOOL PRINCIPALS ASSOCIATION. Urbana, November 22 and 23.

ILLINOIS STATE TEACHERS ASSOCIATION. Springfield, December 26-28.

INSTITUTE OF WORLD AFFAIRS. Riverside, Calif., December 9-14.

LINGUISTIC SOCIETY OF AMERICA. Philadelphia, Pa., December 29.

MODERN LANGUAGE ASSOCIATION OF AMERICA. Swarthmore, Pa., December 28-30.

NATIONAL ASSOCIATION OF STATE UNIVERSITIES IN THE UNITED STATES OF AMERICA. Washington, D. C., November 21-23.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION. New York, N. Y., December 28.

NATIONAL COMMERCIAL TEACHERS FEDERATION. Chicago, Ill., December 26-28.

NATIONAL INTERFRATERNITY CONFERENCE. New York, N. Y., November 30.

NEW ENGLAND ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. Boston, Mass., December 7 and 8.

NEW ENGLAND ASSOCIATION OF TEACHERS OF ENGLISH. Hartford, Conn., December 7 and 8.

PHI BETA KAPPA FOUNDATION. New York, N. Y., December 19.

SOUTH DAKOTA EDUCATION ASSOCIATION. Huron, November 25-28.

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. Atlanta, Ga., December 3-7.

SOUTHERN ASSOCIATION OF TEACHERS OF GERMAN. Swarthmore, Pa., December 30.

SOUTHERN BAPTIST EDUCATION ASSOCIATION. Memphis, Tenn., November 29-December 1.

SOUTHERN COMMISSION ON HIGHER INSTITUTIONS. Atlanta, Ga., December 3-5.

STAMMERERS' ADVISORY GUILD. Chicago, Ill., December 27.

TEXAS STATE TEACHERS ASSOCIATION. Galveston. November 29-December 1.

UNITED CHAPTER OF PHI BETA KAPPA. New York, N. Y., December 19.

VIRGINIA EDUCATION ASSOCIATION. Richmond, November 27-30.

MARGARET F. RYAN

Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan.

ADAMS, FAY. The initiation of an activity program into a public school. Doctor's, 1934. Teachers college, Columbia university. 80 p.

BRYDEN, JEANETTE D. A method of organizing art activities in the extra-curricular program of the secondary school. Master's, 1934. Boston university. 107 p. ms.

CAREY, ROBERT E. A study of guidance activities in certain cities and towns of New York state having approved guidance courses. Master's, 1933. New York university. 84 p. ms.

CHERRINGTON, BEN M. Methods of education in international relations. Doctor's, 1933. Teachers college, Columbia university. 123 p.

DEYOE, GEORGE P. Trends in curriculum practices and policies in state normal schools and teachers colleges. Doctor's, 1933. Teachers college, Columbia university. 104 p.

FISHER, SHIRLEY. The influence of the cotton industry on education in South Carolina. Master's, 1934. Boston university. 145 p. ms.

GEDULDIG, ABRAHAM. Objective material in the teaching of high-school history and civics. Master's, 1934. New York university. 132 p. ms.

GREEN, MATTHEW JEREMIAH. A problem of Negro education with respect to withdrawals and a curriculum for vocational fitness. Master's, 1934. Boston university. 70 p. uns.

HALL, O. Milton. Attitudes and unemployment: a comparison of the opinions of employed and unemployed men. Doctor's, 1934. Columbia university. 66 p.

HALL, WILLIAM F. The professional movement of rural school teachers in Pennsylvania. Doctor's, 1934. Cornell. 150 p. ms.

KNEELAND, NATALIE. Self-estimates of improvement in repeated tasks. Doctor's, 1933. Columbia university. 76 p.

MORIARTY, MARY E. A study to determine in what measure the courses of study and textbooks in the social studies in two secondary schools provide for the development of understandings about political, social, and economic concepts, issues, and problems. Master's, 1934. Boston university. 111 p. ms.

MOYNIHAN, ANDREW J. A study of the increased enrollment of our secondary schools on account of the National recovery act. Master's, 1934. Boston university. 85 p. ms.

PERRY, ROBERT D. Prediction equations for success in college mathematics. Doctor's, 1933. George Peabody college for teachers. 58 p.

POTTER, RUTH. Comparison of oral recall with written recall of silent reading in the middle grades. Master's, 1934. Boston university. 54 p. ms.

ROBERTS, LYLE E. Trends in the development of central rural schools in New York state. Master's, 1934. Cornell university. 69 p. ms.

ROBERTS, ROY W. Estimating the cost of pupil transportation in Arkansas. Doctor's, 1934. Cornell university. 224 p. ms.

STEINER, JOHN P. Some phases of school law as determined by Supreme court decisions in Kansas: a study of state, county, and district boards, officers, and meetings. Master's, 1934. University of Kansas. 71 p. ms.

TEMPLE, EDWARD H. Facilities for seventh, eighth, and ninth grade industrial arts in certain cities and towns of New England. Master's, 1934. Boston university. 115 p. ms.

WINKLER, MARIAN L. The newspaper reading interests of children (grades 4-12). Master's, 1934. Boston university. 123 p. ms.

RUTH A. GRAY

New Books and Pamphlets

Character Education

The Junior Service League, by Francis W. Kirkham ... a school club for junior and senior high schools. New York, National Child Welfare Association, Inc. [c1933]. 78 p. 15 cents.

Guidance for teachers, supervisors, and administrators in directing citizenship training and character education in grades seven to twelve.

[Continued on page 60]

England to Train Jobless Youth

IT IS being increasingly realised in England that unemployment is in no way an isolated problem; it is one that affects almost every phase of life, and few, if any, of the outstanding social problems of our day are entirely unrelated to this great evil.

In particular it is felt that the welfare of the young is gravely menaced by enforced idleness; that boys and girls who leave school at 14, with no prospect of a job, with nothing to make it worth while training for a job even if they had the means, cannot fail to be exposed to the danger of demoralisation of mind and body; and that such young people cannot be expected to make the best citizens of the future.

Such considerations as these find some reflection in our Unemployment Act of the present year, which, besides dealing with the main theme of insurance, and creating a new system of payment for those outside insurance, also makes certain provisions for the young workers, from 14 to 18. These provisions are attracting so much comment, favourable and otherwise, in our own and other countries, that it may be of interest to set down clearly exactly what the new Act proposes to do with regard to young people.

It should be known that the school-leaving age in England is 14, and until last month the age of compulsory insurance was 16. Juvenile employment committees have for many years been advising and helping boys and girls in industry, and their experience showed that a large proportion of them drifted out of sight during the 2 years between leaving school and entering the scheme of unemployment insurance. This 2 years' gap is now closed by the act, and as from last month, the minimum age of insurance is to be the school-leaving age. Boys and girls must now, on leaving school, obtain an unemployment book, and have it stamped in the same way as an adult worker. For those between 14 and 16, the value of the stamp is 4d a week, half of which can be deducted by their employers from wages.

* The English spelling has been retained throughout the article.

★ MRS. MARGARET WINTRINGHAM, *Former Member of Parliament, Tells of New Junior Training Centres being Established throughout England**

Benefits cannot be obtained until 30 contributions have been made, and for children under 16 the benefits take the form of 2d a week dependents' allowance for the unemployed person who maintains the family, *together with continued education*. It is in the provision for continued education that the new act steps outside the usual limits of unemployment legislation. Training centres and continuation schools are, of course, already in existence in many parts of the country, but they have not covered the needs of all boys and girls, and attendance at them has not been a condition of receiving unemployment benefit. The act now provides quite definitely for the establishment of courses of instruction for unemployed boys and girls from 14 to 18 years of age. Local education authorities are made responsible for these courses, and their proposals must be approved by the Minister of Labour in order to merit a Government grant. The standard rate of grant payable in respect of Junior Instruction Centres will be equal to 75 percent of the net expenditure approved by the minister.

There are many of us who feel that the raising of the school-leaving age to 15 is a piece of legislation that should have come first, and we deplore the delay of this very desirable step. But the half loaf offered by Junior Instruction Centres is better than no bread at all, and everyone concerned will try to make the best of what is offered in the act, and to insure that the "J. I. C.'s" should provide what will be really acceptable and valuable for the young people. The emphasis in these centers will be laid on practical subjects, but general education is not to be neglected. Certain subjects of general interest and utility will be included in the courses. For instance, in a centre about to be established in Lincoln City, English (to cultivate the appreciation of good literature) and physical training, will be

taught to all the pupils, and the remaining subjects of the course will be varied to meet the practical needs of different groups. For instance, there will be a technical or industrial course for those boys who have been engaged in or hope to be engaged in mechanical trades (the chief industry of Lincoln), and those who would be generally engaged as clerks or shop assistants will have shorthand, typewriting, and bookkeeping.

For girls, as for boys, varied curricula will be provided to meet their needs. Some will require instruction to fit them for posts in shops and offices. Others will need domestic arts and crafts, and all will want cookery and domestic management.

Fifteen hours a week is the time required by the act for these courses. It should be realised that this period will not represent uninterrupted instruction for all who join, for the young people will be considered available for paid employment anytime it can be obtained. However, attendance during unemployed periods is necessary, for benefits can only be given to those who can show evidence of such attendance.

In districts where the number of young unemployed does not justify the establishment of a centre, the act provides for the formation of special classes, and in cases where the numbers are too small even for classes, arrangements are to be made to admit the unemployed boys and girls to suitable existing educational institutions, such as technical colleges or art schools. No unemployed young worker is to be put to any expense in connection with this compulsory education.

Some boys and girls who are in secondary schools and can arrange to stay on, or who go on to secondary schools by means of scholarships, will be credited with 10 insurance contributions for each

[Continued on page 69]



Electrifying Education

READERS of this column will regret to learn that no word of the fate of Dr. Frederick H. Lumley has been received since August 13, when he left Goathamt Camp, Glacier National Park, and disappeared. For the past 3 years, Dr. Lumley has been in charge of radio research at Ohio State University and had prepared many articles, bulletins, and reports that commanded the highest respect in the field of education by radio. In addition to planning the Fifth Annual Institute for Education by Radio, Dr. Lumley's principal contributions during the past school year were a monograph entitled *Broadcasting Foreign Language Lessons* and a book entitled *Measurement in Radio* which have been published by the university.

The University of Florida is continuing its Educational Hour and its Hour with the Masters over the university station WRUF. The former series is broadcast from 2-3 each afternoon excepting Sundays and the latter daily from 3-4 p. m. excepting Saturdays.

Popular science, music and religion are being featured over radio station WCAL at St. Olaf College, Northfield, Minn.

At its recent Kansas City meeting, Director W. I. Griffith of radio station WOI, Iowa State College of Agriculture and Mechanic Arts, was elected president of the National Association of Educational Broadcasters (formerly the Association of College and University Broadcast Stations). Prof. T. M. Beaird, of the University of Oklahoma, Norman, Okla., was reelected secretary of the association.

Representatives of more than 30 national organizations who met at the American Museum of Natural History in New York to discuss motion-picture problems unanimously approved a resolution to cooperate and assist in establishing a national film institute.

The National Advisory Council on Radio in Education, 60 East Forty-second Street, New York, announces the publication of a monograph entitled *Some Public Service Broadcasting*. This booklet considers the present and contemplated use of broadcasting by national voluntary associations with public-service objectives.

[Continued on page 69]

★ Education on the Air ★



RADIO is unquestionably an aid to education which will be used increasingly by schools. To assist teachers, *SCHOOL LIFE* prints here a log of weekly radio programs announced for the coming season. These programs have educational aims. The log is not encyclopedic. For further information, consult the program director of the stations to which you listen. You may also find useful the Educational Bulletin (monthly) available free upon request to the National Broadcasting Co., New York City. Time shown is Eastern Standard.

Monday

P. M.

- 12:30- 1:30 National Farm and Home Hour—NBC.
- 1:45- 2:30 Great Composers Hour—NBC.
- 2:30- 3:00 American School of the Air—CBS.
- 3:00- 4:00 Radio Guild (dramas)—NBC.
- 10:00-10:30 America in Music—NBC.
- 10:45-11:00 Dollars, Doctors, and Disease—CBS.

Tuesday

A. M.

- 11:15-11:30 Your Child, Children's Bureau, Department of Labor—NBC.
- 12:30- 1:30 National Farm and Home Hour—NBC.

P. M.

- 2:30- 3:00 American School of the Air—CBS.
- 4:00- 4:15 American Medical Association—NBC.
- 4:30- 4:45 Science Service Series—CBS.
- 6:30- 6:55 Symphony Orchestra Music Series—CBS.
- 7:30- 7:45 You and Your Government—NBC.

Wednesday

P. M.

- 12:30- 1:30 National Farm and Home Hour—NBC.
- 2:30- 3:00 American School of the Air—CBS.
- 4:00- 4:15 National Student Federation—CBS.
- 6:00- 6:15 Education in the News—NBC.
- 10:30-11:00 National Radio Forum—NBC.

Thursday

P. M.

- 12:30- 1:30 National Farm and Home Hour—NBC.
- 2:30- 3:00 American School of the Air—CBS.
- 5:00- 5:30 National Congress of Parents and Teachers—NBC.
- 10:30-11:00 Economics in a Changing Social Order—NBC.

Friday

A. M.

- 11:00-12:00 Music Appreciation Hour—NBC.

P. M.

- 12:30- 1:30 National Farm and Home Hour—NBC.
- 2:00- 2:30 Magic of Speech—NBC.
- 2:30- 3:00 American School of the Air—CBS.
- 2:45- 3:00 Vocational Guidance—CBS.
- 4:45- 5:00 General Federation of Women's Clubs.

Saturday

A. M.

- 10:30-11:00 Children's Programs—CBS.
- 11:30-11:45 Broadcasts for Children—CBS.
- 12:30- 1:30 National Farm and Home Hour—NBC.

P. M.

- 5:30- 6:00 Our American Schools—NBC.
- 7:45- 8:00 The Lawyer and the Public—CBS.
- 8:00- 8:20 Art in America—NBC.

Sunday

A. M.

- 10:30-11:00 Music and American Youth—NBC.

P. M.

- 12:30- 1:00 University of Chicago Round Table Discussion—NBC.
- 12:45- 1:00 Speakers and Events in International Field—CBS.
- 3:00- 5:00 New York Philharmonic Symphony Orchestra—CBS.
- 10:30-11:00 An American Fireside—NBC.

SCHOOL LIFE

VOL. XX



NO. 3

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE
INTERIOR, OFFICE OF EDUCATION + + + +

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Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D.C.

SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, Education Index, and is recommended in the American Library Association's "Periodicals for the Small Library."

November 1934

TEACHERS' MENTAL HEALTH

HEADLINES in a metropolitan daily to the effect that 1,500 teachers in New York City are "mentally unbalanced" recently startled not a few readers and possibly set a few persons fretting over their seemingly sad lot in belonging to so hazardous a profession. Those who read more than headlines (which are generally intended to be startling), will find the very prosy statement by the medical examiner of the board of education that the estimate was justified by the "known incidence of mental disability" in similar groups of workers. Figures run large in New York and 1,500 is only about 4 percent of the total number of teachers employed. Statistics collected recently by the New York State Department of Mental Hygiene indicate that 4 percent of persons born in the State "may be expected to succumb to mental disease of one form or another." Whether New York school teachers "come up to the average" in this unfortunate respect is not proven. If it were the case it would not be because they are teachers, for a study of 700 teachers who were, or had been insane, published in 1931,¹ showed

¹ Mason, Frances. Study of 700 Maladjusted School Teachers. *Mental Hygiene*, 15:576-599, August 1931.

that "teaching as a profession did not seem to be the direct cause of their psychoses."

If physical health is linked at all closely with mental health, teachers should be less subject to mental aberration than most persons for the death rate of teachers is one of the lowest for any occupational class and their average annual absence from work on account of illness is far below that for other groups for which we have records.

Even so, much might be done in many quarters to safeguard and improve the physical and mental health of teachers. School room conditions are often far from ideal and the nervous wear and tear to which the teacher is subject could frequently be reduced by better understanding between employer and employee. The teaching profession is a healthful one for those who are naturally and educationally fitted for it, but there is room for improvement.

JAMES FREDERICK ROGERS, M.D.

NOTE.—"The Welfare of the Teacher", Office of Education Bulletin 1934, no. 4, gives the results of a study of what is done, or not done, by school officials in the way of furnishing medical service and of granting sick leave and sabbatical leave. (Price 10 cents.)

\$2,785,905 FOR EDUCATION

A report of the treasurer of the general education board for the year ended June 30, 1934, recently filed in the office of Secretary of the Interior, Harold L. Ickes, shows an expenditure of \$1,790,900.81 for the education of whites, and \$995,004.51 for the education of Negroes. The principal fund of the board, at the end of the year, amounted to \$45,664,670.50, invested in stocks and bonds.

YEAR-ROUND GIFT

We can't escape taxing our minds at Christmas time selecting the proper gifts for the proper persons.

Many readers of SCHOOL LIFE may want to remember associates in education and others interested in school affairs. A year's subscription to SCHOOL LIFE may be worthy of consideration.

Orders for SCHOOL LIFE service sent to the Superintendent of Documents at the Government Printing Office between now and Christmas will include the September, October, and November issues, so that this year's file may be complete. With the September issue also comes the useful free chart showing the organization of the Federal Government in Washington.

Send SCHOOL LIFE, a year-round gift, to your associates and other friends.

I FOLLOW THE PLOW



*The brown monotony of it all—
The endless stretch of identical chocolate rows;
The shivering heat of it all—
The so-nearness of the hot sky;
The green sameness of it all—
The thousands of tiny shoots all alike,
To be plowed day after day, day after day;
The weary creaking of my aching joints,
The steady plod of the thumping hoofs,
And the upheaval my plowshare makes in the soil.
The marvelous cycle of sun and rain,
The glorious miracle of the forming ear,
The yellow beauty of the parent stalk when all its work is done;
The sweet security of a full bin,
The blessed privilege, after all,
Of helping God Almighty grow corn.*



GARLAND F. TAYLOR

Brookhaven High School

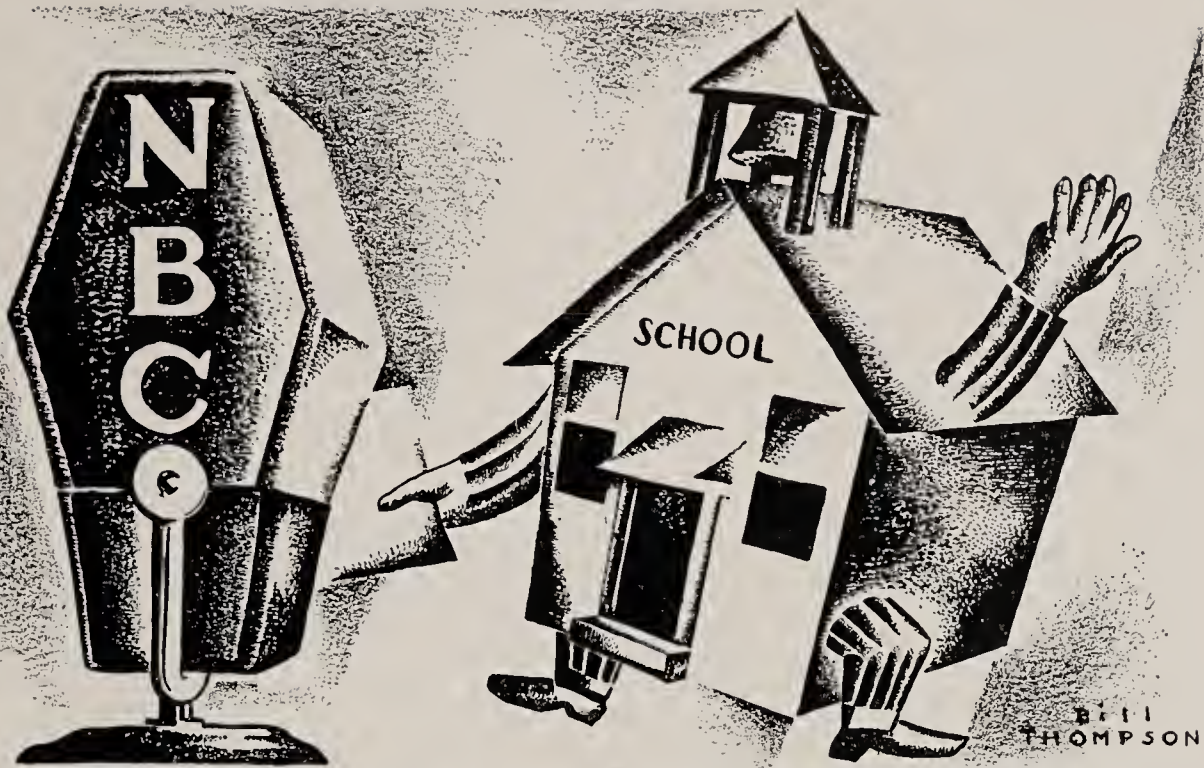
Brookhaven, Miss.

BIOGRAPHICAL NOTE.—Garland F. Taylor, is the son of a Baptist minister and lived in Tennessee and Missouri before moving to Mississippi. Since graduating from Brookhaven High School he has been attending Tulane University, New Orleans. He is majoring in English, his other interests being music, drama, and track. He owes his interest in writing to his high-school English teacher, Miss Lucile Harris.

Of "I Follow the Plow", he writes: "The plowing was far from being a vicarious experience. I have farmed on South Mississippi land and know the day and night sounds and smells, and the strange emptiness that fills the land so drearily."

Reprinted from *Younger Poets*, an anthology of American secondary school verse, edited by Nellie B. Sargent (D. Appleton-Century Co.)

[Please Post]



EDUCATION · IN · THE · NEWS

from the Federal Office of Education

E.S.T. 6 P.M. ~ C.T. 5 P.M. ~ M.T. 4 P.M. ~ P.T. 3 P.M.
EVERY WEDNESDAY NBC BLUE NETWORK

[Continued from page 55]

Knighthood of Youth Club Guide ... New York, National Child Welfare Association, Inc. [c1933] 108 p. illus. 25 cents.

A national club, for the elementary school, which places emphasis upon worth-while activities.

Chart. Class commendation castle outline (19 by 25). 15 cents.

Posters (printed in 3 and 4 colors, size 22 by 28 inches): Map, the quest of the goodly knights; Build good habits; Join the quest of character. 75 cents each. Four plays at 10 cents each. (From National Child Welfare Association, Inc., 70 Fifth Avenue, New York.)

The Old World Historical Background of Religious and Moral Education in Schools, by Henry Lester Smith, Robert Stewart McElhinney, and George Renwick Steele. Bloomington, Ind., Bureau of Cooperative Research, Indiana University, 1934. 144 p. 50 cents. (Bulletin of the School of Education, Indiana University, v. 10, no. 4.)

"This study is the first of a series of three publications on the subject of religious and moral education in different types of schools. It deals with the historical background of present-day instruction in the field, up to and including the Post-Reformation period."

State History

Dramatic Episodes in the Establishment of Public Education in Pennsylvania, presented by Shippensburg State Teachers College in the Public School Centennial Programs sponsored by the Department of Public instruction during Pennsylvania education week. Harrisburg, Commonwealth of Pennsylvania, Department of Public Instruction, 1934. 55 p. illus.

A dramatization of the history of the struggles of the State to establish and maintain a system of free public schools.

Marching Along, a pageant of education in Pennsylvania 1834-1934. Presented by the Class of 1934, June, of the Reading Senior High School. Reading, Pa., 1934. 20 p.

A pageant of educational and social changes of a century, written and presented by high-school students.

Maryland Tercentenary, pageant sources. Issued by State Department of Education, Baltimore, Maryland. [Baltimore, 1934] 99 p. illus. (Maryland school bulletin, vol. 15, no. 6.)

Contains materials which can be used in one room rural schools, unified combinations of episodes for large and small elementary and high schools, and complete units for groups of schools. Includes suggestions for costumes and a bibliography.

State names, flags, seals, songs, birds, flowers, and other symbols. A study based on historical documents giving origin and significance of State names, nicknames, mottoes ... by George Earlie

[Continued on page 62]

Counting the Cost

\$

How Much the States Spend for Each Child's Schooling

ALL publicly supported education could have been paid for by 9 cents a day from each person of voting age in 1932. It cost 10 cents a day 2 years before. About 2 cents in addition would pay the bill for private education. Thus the 74,114,268 persons of voting age in 1932, for 11 cents each day could educate 27,000,000 students in public institutions and 3,300,000 more in private institutions. The annual cost per adult for public education was \$32.95; for private education, \$7.04 in 1931-32. This is \$39.99 as compared with \$44.34 in 1929-30. This shows that the schools have responded to the demand for economy although they were also at the same time being called upon to render service to more students than ever before.

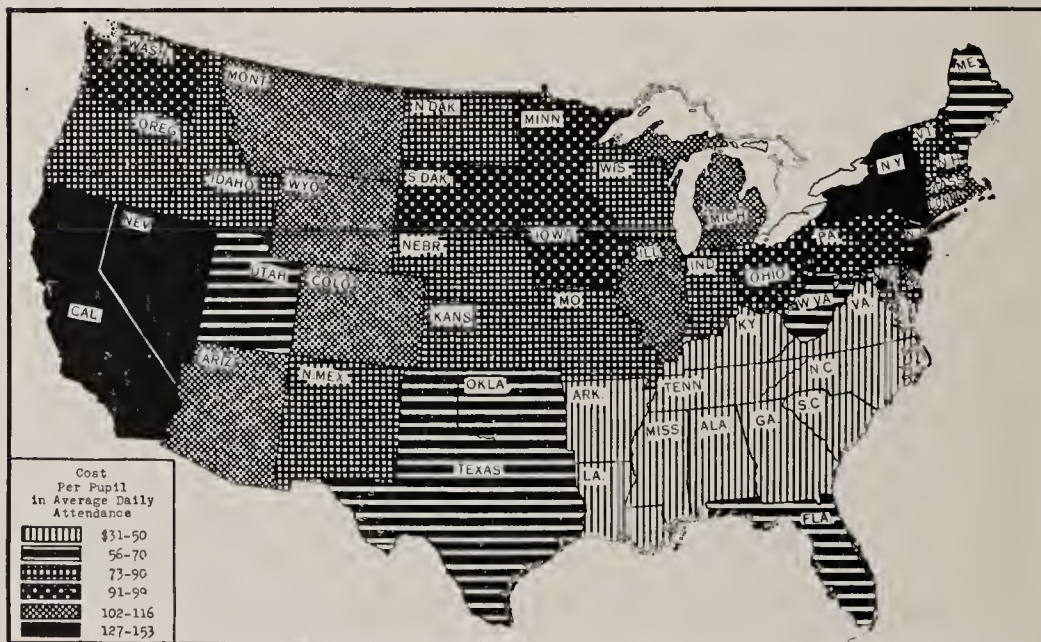
The total expenditure for all education, elementary, secondary, and higher, public and private, as shown for all educational institutions reporting these data for 1931-32, was \$2,964,073,024, which was \$270,-

565,543 or 8.4 percent less than the schools spent in 1929-30, although there were 556,399 (or 1.87 percent) more students enrolled than 2 years before.

The average annual cost per child in the public school system varies greatly both from place to place and from State to State. The variations by States in 1931-32 are presented graphically on a bar chart from the lowest cost in Arkansas, \$31.70, to the highest cost in New York, \$152.85, almost five times as much.

On the map these costs are divided into six groups and all States in each group have the same cross-hatching.

In the public elementary and secondary school system of the United States in 1931-32 the average cost per pupil in average daily attendance for current expenses was \$87.67. Current expenses include all except expenditures for new grounds, buildings and equipment, and payment of debts. In 25 States the cost is below the average, and in 24 it is above.



Maryland and Wisconsin are nearest the average, \$1.57 below and 44 cents above, respectively.

States having the lowest expenditures, \$31 to \$50, the first group on the map, are all in contiguous territory in the southeast section of the country, where because of the warm winters expenditures for operation of plants, especially for fuel, are very low. The lower standards of education for the Negro in these States also make the per pupil cost low. If the costs were given for schools for white pupils only in States having separate schools for colored and white pupils they would be much higher.

No other cost group contains only States that are contiguous.

The second group, \$56 to \$70, includes widely separated States: Maine, West Virginia, Florida, Texas, Alabama, and Utah. Four of these States, however, border on the lowest-cost group. No State, therefore, east of New Mexico and south of the Ohio and Potomac Rivers and the northern border of Oklahoma and Arkansas has a cost equal to half of that of the highest State.

The third group, \$73 to \$90, includes States in every part of the country except the Southeast: Oregon and Idaho with a

common border line in the Northwest; New Mexico alone in the Southwest; North Dakota alone on the Canadian border; Nebraska, Kansas, and Missouri almost in the exact center of the country; Wisconsin and Indiana in the Lake region, and Maryland and Vermont in the East.

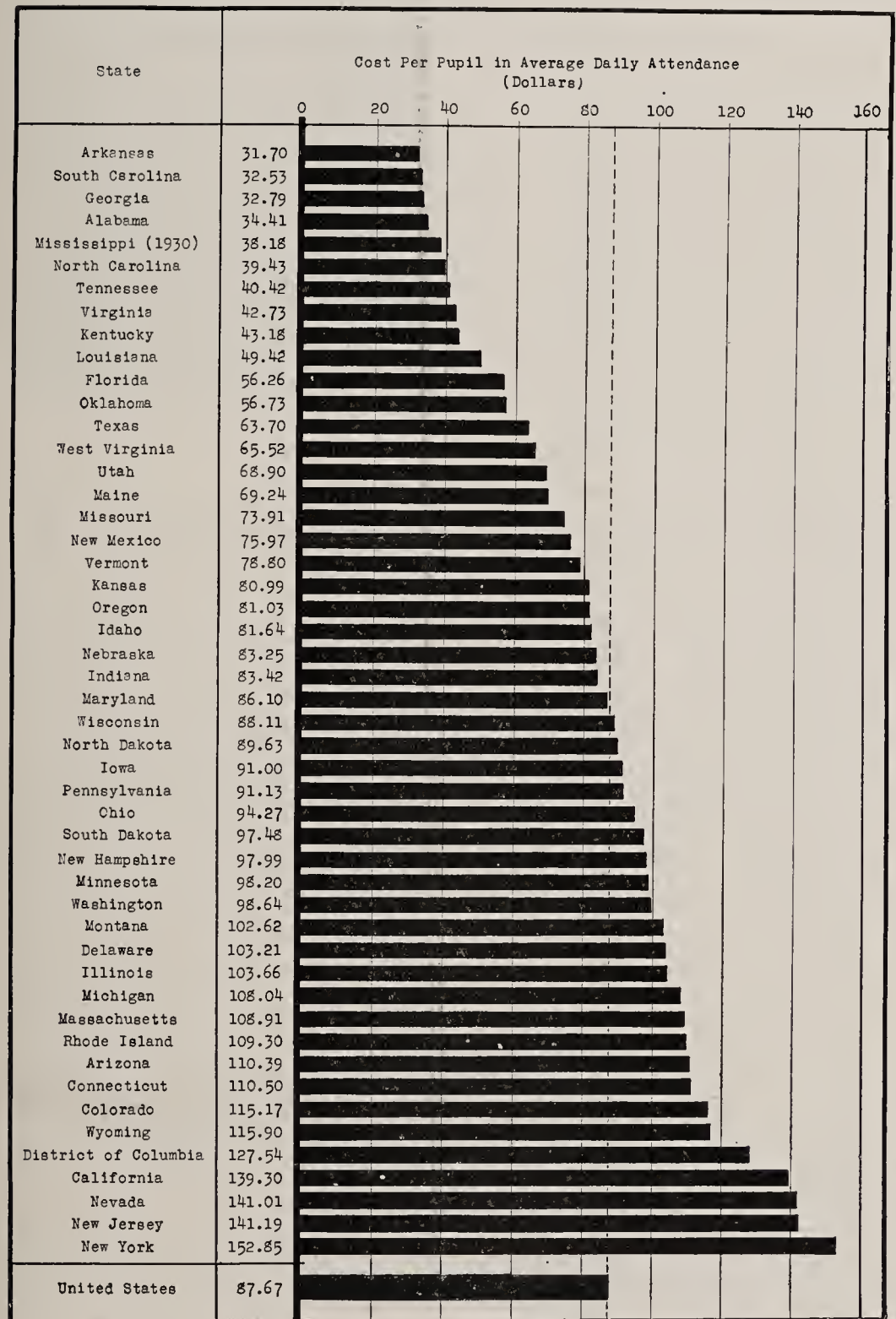
The fourth group of States, \$91 to \$99, are all in the northern half of the country: Washington in the Northwest; South Dakota, Minnesota, and Iowa bordering each other in the North Central portion; and Ohio, Pennsylvania, and New Hampshire in the East.

The fifth group, \$102 to \$116, is composed of States in the Central West, the Lake region, and the Atlantic coast: Montana, Wyoming, Colorado, and Arizona in a line from north to south; Michigan and Illinois bordering on Lake Michigan; and Massachusetts, Connecticut, and Delaware on the east coast.

In the sixth group, \$127 to \$153, the States having the highest cost are New York and New Jersey, and the city of Washington, D. C.; they are separated by the rest of the country from the other high-expense States of Nevada and California in the West.

Such a tremendous undertaking as the education of one-fourth of the total population at one time, 80 percent of which is in public schools, and 80 percent of the cost of which is financed by money from public sources, necessitates a large outlay on school plants, grounds, buildings, and equipment. The approximate \$10,000,-000,000 invested in these plants, and the \$2,000,000,000 more in endowment funds invested for income purposes, is only about 3.6 percent of the total national wealth for 1932, as estimated unofficially by the National Industrial Conference Board at \$329,700,000,000. We certainly have not been extravagant in our investments in education when less than 4 percent of our national wealth is invested in the business in which more than 25 percent of the total population is occupied full time. Your work may be in an office, a factory, or a profession; the work of the child is in school. The business of childhood and youth is getting an education.

Education is the largest business in the United States and demands consideration commensurate with its importance.



★ School Supply Code

COPIES of the Code for School Supplies and Equipment Trade are available from the office of the Superintendent of Documents, Government Printing Office, Washington, D. C., price 5 cents.

[Continued from page 60]

Shankle. New York, H. W. Wilson Company, 1934. 512 p. illus. \$3.50.

The material in this book relating to each State has been gathered together and re-published in a 16-page booklet for Massachusetts, Minnesota, Virginia, Washington. Each booklet is illustrated with reproductions of the State flag, bird, and flower in colors, and of the seal and State capitol in black and white. Single copies, 25 cents.

Mental Hygiene

Mental Hygiene of the School Child, by Percival M. Symonds ... New York, The Macmillan Company, 1934. xi, 321 p. \$1.50.

Emphasizes the positive, preventive aspects of mental hygiene in school situations.

New York's State Program for the Education of Subnormals in the Public Schools, by Warren W. Coxe ... New York, The National Committee for Mental Hygiene, 1934. 7 p. Free.

Outlines the organization of special classes in New York State.

Parent-Teacher Packets. No. 1, Mental hygiene literature for beginners. No. 2, Mental hygiene for advanced readers.

These packets may be secured from The National Committee on Mental Hygiene, 50 West Fifth Street, New York City, at the price of \$1 each.

Music Education

Human Values in Music Education, by James L. Mursell. New York, Newark, etc., Silver, Burdett & Co., c1934. 388 p. \$2.40.

"This book attempts to formulate a statement in behalf of music, and to offer an interpretation of its values in terms of a social philosophy of education."

Music in the Grade Schools (Grades 1-6), by Karl Wilson Gehrken. Boston, C. C. Birchard & Co. [c1934]. 233 p. Laurel Library). \$2.

Written for the teacher and supervisor of music in service, the general administrator, and the young student in the field of music education.

Modern Problems

A Primer of the New Deal ... 2d rev. ed. by E. E. Lewis. Columbus, Ohio, American Education Press, Inc., 1934. 64 p. illus., 35 cents.

Gives in concise form the history of our Government from March 1933 through June 1934. Explains in detail what the new measures are and what they are designed to accomplish.

Modern Problem Booklets. Columbus, Ohio, Education Press, Inc., 1934. 10 cents each.

A series of booklets on contemporary problems with suggestions for class projects and references for further study. The titles include: The banks and you; Inflation—What is the gold standard? Our newest problem—Leisure; Our constitution—yesterday and today.

SUSAN O. FUTTERER

League of Women Voters



THE National League of Women Voters since its organization in 1920 has been interested actively in the responsibility for public education of the Federal, State, and local Governments of this country. This interest, which at first was centered largely in education for citizenship and the removal of illiteracy has broadened until now it covers practically the entire field of public education which is or may be affected by government.

The foreword of the program of the department of government and education (1 of 6 program departments in the league) reads: "The League of Women Voters believes in education supported by public funds scientifically apportioned and efficiently administered. Education supplied by properly trained personnel should be compulsory for all children and available to adults. The league urges wider use of the school plant for the good of the community. The purpose of the department of government and education is to emphasize the responsibility which rests upon the voters to secure and maintain high standards in education through sound systems of administration and finance."

The program itself includes items on school finance—active work to secure adequate appropriations for the Federal Office of Education; study of the general question of Federal aid to education in the States, school budgets, ways of equalizing the burden of financial support and of meeting problems created by raising the school age; support of larger units for taxation and administration and the securing of sufficient funds to provide public education of high standard based on adequate sources of revenue. It includes also study of State and local school systems and of administrative boards, support of high standards of training for teachers, analysis of provisions for teacher retirement funds, support of the principle of free textbooks, study of the organization and financing of the public library, and the Federal Government's emergency projects in education.

The program of work is divided into items for active support and items for study with a view to possible future support or in some cases opposition. From the national program of work the State



Mrs. Roscoe Anderson.*

leagues select those items which are of most immediate importance to them in their States. All States join in support of Federal items.

One State chairman in reporting to her State on the conferences of the department of government and education at the recent national convention said: "The most significant fact developed from the discussion was that all the States there need more State aid for schools and all have too many school districts." This sums up the recent activities of most of the State leagues. Through State conferences and local institutes on education, through radio talks, lobbying, publications, study groups, and public meetings, leagues throughout the country are seeking to gain for themselves and to promote a better understanding of the critical present-day problems of the schools. They have concentrated to a great extent upon saving essential standards and services, upon securing for the future more scientific and stable systems of financing schools, and upon better and more economic administration through larger school districts.

The League of Women Voters does not concern itself with the professional fields

* Chairman League of Women Voters Department of Government and Education.

of education. It believes that curriculum and the actual processes of education should be left to the professional educator, but that league members as voters should concern themselves with the responsibility of government to provide a program of education for all its citizens, especially for its children.

During the next two years the department of government and education will add its support to that of other departments of the league for a Nation-wide campaign

for improved personnel in government service and reform and readjustment of the tax systems of the country. The league recognizes that both of these objectives are fundamental to the maintenance of an orderly and well directed social life which provides the necessary money for our schools, our welfare services, and our public health programs.

Success in this campaign, even in small measure, will make for advances in public education.

Explaining the F. D. I. C.

THE insurance of bank deposits by the Federal Deposit Insurance Corporation is a development in the banking system which is of major importance to the teachers of this country.

Deposit insurance offers full protection for the savings of the vast majority of the thrifty men and women of the Nation and thus it is important to teachers as individuals. It also gives a new feeling of security to superintendents of schools who have responsibility for public funds. In addition, the social and economic implications of deposit insurance provide a field of peculiar interest to teachers in their professional duties.

The Federal Deposit Insurance Corporation is a permanent Federal agency created to insure deposits in banks. Deposit insurance means the protection of depositors against loss of their money in the event of a bank failure, regardless of the reason for that failure. Under the present law deposits are insured to a maximum of \$5,000 for each depositor.

On August 1, this year, 14,054 banks were members of the insurance fund. This number represents about 93 percent of all the licensed institutions in the country.

Until recently it has been difficult for depositors to ascertain which banks are insured, but since October 1 of this year all insured banks are required to carry an official sign at all windows where deposits are received, announcing they are insured. The Federal Deposit Insurance Corporation also has available at Washington pamphlets which explain the insurance in detail. These should be of special interest to teachers.

The \$5,000 maximum of insurance for each depositor fully protects more than 97 percent of all the depositors in closed banks. All types of deposits have the

benefit of the insurance. If a depositor has any amount in a bank up to and including \$5,000 he is fully insured. This does not mean that a depositor with an account of \$100 would receive \$5,000 in the event the bank closes, but it does mean that he would get all of his \$100. Depositors who have more than \$5,000 in the bank would get the first \$5,000 from the Corporation and would have the chance of obtaining the rest of their deposit from the liquidation of the bank's assets.

On August 1 the depositors of five closed banks had been paid by the Corporation. Fully 99 percent of these depositors received all of their money in these pay-offs. In each of these instances observers commented on the difference between the old and the new order in bank suspensions. A few years ago a bank failure meant long lines of angry depositors milling about the doors of the bank. Police reserves were frequently necessary. Charges followed counter-charges, crimination followed recrimination. In most cases it was months, frequently years, before the depositors of the closed institution received even a part of their money.

With large amounts of cash frozen in the closed bank, business in the com-

munity received a hard blow and this serious situation was frequently aggravated by the tendency of people to curtail their usual buying because the danger of losing money was brought so forcibly to their minds by the bank failure. Hoarding often started and endangered the stability of other banks.

But a bank failure under deposit insurance presents a different picture. If an insured bank closes depositors have no need for worry. As soon as a receiver is appointed for the bank representatives of the Federal Deposit Insurance Corporation begin paying depositors. They need only their pass books or some other evidence of the bank's deposit debt to receive the insured amount of their account. The result is that business can proceed as usual with no strain on the economic structure of the community. The social value of this method is at once apparent.

It must not be assumed that this aid to the depositors by the Corporation is a mere gift. The Corporation expects to get its money back by liquidation of the bank's assets. As each depositor is paid he assigns his insured claim against the bank to the Corporation. Thus, the Corporation steps into the depositors' shoes and does the waiting which the depositors formerly had to do. Leo T. Crowley, chairman of the Corporation, believes that this method is the sound way to handle the problem.

"With the depositors paid the liquidation of the bank's assets can proceed on a businesslike and conservative basis", he said. "Under the old method of liquidation there was a tremendous amount of pressure from depositors demanding their money or at least a part of it. This pressure frequently resulted in an unwise disposal of assets in an attempt to obtain ready cash to pay depositors. The new method eliminates this danger and assures the maximum return from the sale of the assets. Thus, the depositors are protected by receiving their money immediately and the Corporation is protected by being repaid from the sale of the assets. It seems to me that this is the sensible way to handle bank failures."

MICHAEL GRIFFIN

Federal Deposit Insurance Corporation

Free Pamphlet

SCHOOL LIFE readers may obtain from the Federal Deposit Insurance Corporation, Washington, D. C., a free pamphlet explaining in question and answer form the operation and organization of the F. D. I. C.

★ Congress at Prague

THE Eighth International Philosophical Congress was held at Prague in September, with more than 600 philosophers from 20 different countries in attendance. Dr. J. Kremar, Czechoslovak Minister of Education, welcomed the delegates.

ments to grants only of 30 percent of the cost of labor and materials to be used on their projects. This has released the money allotted for loans to them and enabled P. W. A. to reallocate it to other projects still on the waiting list. Nearly \$40,000,000 already has been released in this way for expansion of the public works program, and a steady flow of requests for changing allotments from combined loans and grants to grants only is coming in.

Let us consider for a moment this figure of \$122,000,000 for P. W. A. aided non-Federal school construction in terms of the entire national picture. From 1920 to 1930 predepression years, the United States schools spent annually an average of about \$350,000,000 on capital outlays. On this basis P. W. A. aid in school construction this year is close to 35 percent of the annual average amount of school capital outlay made during the so-called prosperous era.

But expenditures for new schools and libraries have been greatly decreased since 1930. School construction for the last fiscal year reported to the Federal Office of Education was for 1932, and capital outlays for that year for school sites, buildings, furniture, etc., totaled \$210,996,262, and the greater part of this sum had been provided by the sale of bonds effected previous to 1931. By the 1932-33 fiscal year, school budgeting for capital outlays had practically ceased.

Thus it is apparent that P. W. A. is the major factor in aiding the school construction that will go forward this year. In fact it is reasonable to assume that 75 percent and more of the school construction in the United States during the 1934-35 year will have been financed or encouraged through P. W. A. aid.

There remains, of course, the possibility that Congress will extend Public Works. Administrator Harold L. Ickes has expressed the wish that Congress continue the program. It is the opinion of the administrator that the program has justified itself and should be carried forward until such time as private capital and industry provide a greater volume of employment than they are now providing.

If Congress does put additional money at the disposal of P. W. A. it will mean two things to schools: First, that requests for allotments now on file can be considered, and second, that the books may be reopened to permit the filing of additional requests for grants and/or loans for further school and library construction.

Notes

on the Emergency Education Program

UNCLE SAM now spends about three and a half million dollars a month on the Emergency Education Program.

This includes the amount appropriated to aid needy college students.

Lewis R. Alderman and Cyril F. Klinefelter, of the Office of Education, directors of the program, are kept busy administering this amount of money every 30 days.

Right now they are kept very busy making technical interpretations of questions asked in hundreds of letters from superintendents of schools throughout the country. Many of the questions also deal with relief and must be answered by relief administrators as well.

Adult education, one of the major branches of the Emergency Education Program, is doing much toward acquainting parents with what schools of today are trying to accomplish. One State superintendent reports added interest of adults not only in education for themselves but also for their children. Education in education may be a worthwhile result.

Very useful in emergency adult education work is the "Manual for Teachers of Adult Elementary Students", 186 pages, a limited number of copies of which are available free to teachers from the F. E. R. A. Educational Division. It is said that there are still 12,000,000 men and women in the United States who are in need of elementary instruction ranging from primary through seventh-grade levels.

Emergency nursery schools are functioning again this year. Last year approximately 65,000 children were cared for in 3,000 emergency nursery school units. Since last term special training in universities, normal schools, institutes,

and child research centers has been given emergency nursery school teachers in an endeavor to raise the standard of emergency nursery school education during 1934-35.

Dr. Mary Dabney Davis, who launched the F. E. R. A. emergency nursery school program, has returned to the Office of Education as full-time nursery-kindergarten-primary specialist.

Dr. Grace Langdon, formerly of the Institute for Child Development, Columbia University, and Mrs. Jane E. Lubald, former eritic teacher at Columbia University, will carry on the administrative functions. Dr. Langdon has worked very closely with Dr. Davis in the emergency nursery school development since its inception a year ago.

An assistant to Dr. Ambrose Caliver in the F. E. R. A. Negro educational work has been named. The assistant is James A. Atkins, of Denver, Colo. Mr. Atkins will assist Dr. Caliver in developing favorable attitudes toward Negro education projects on the part of public officials, and in informing Negroes concerning projects and procedures.

How vocational teachers in agriculture and home economics can assist with rural rehabilitation programs under the F. E. R. A. is suggested in a recent notice sent out from the F. E. R. A. Education Division (E-35 no. 3537). Lawrence Westbrook, Assistant Relief Administrator, suggested discussions along this line between superintendents of schools and State supervisors of home economics and vocational agriculture. He also suggested how home economics, vocational agriculture, and relief teachers could be used in connection with this project in rural counties.

Approximately 31 or 32 States are now carrying on some parent-education activ-

ities under F. E. R. A. supervision. Dr. Muriel W. Brown is the parent-education specialist for the Educational Division of the F. E. R. A.

Mimeographed releases on policies governing parent-education activities in the States, a list of motion-picture films useful in parent education, and other useful information in regard to emergency parent-education programs are available from the Education Division, Federal Emergency Relief Administration, Washington, D. C.

Sixteen training centers for teachers in workers' education and 28 summer schools for unemployed women were established by the F. E. R. A. during the past summer. Resident schools for unemployed women were held in college buildings, old summer hotels, Y. W. C. A. camps, Girl Scout camps, and private homes. Chief emphasis in these schools was on vocational training or guidance, discussion of current economic questions, English, health education and recreation,

general adult education, rehabilitation, and handicraft.

A bulletin "Concerning Workers' Education", issued monthly by the Division of Emergency Educational Projects of the F. E. R. A., will be mailed to State school officers, relief administrators, teachers and workers' education organizations. Individual requests cannot be filled. Wherever there are requests from individuals, however, copies are placed in libraries. If your library does not receive a copy, notify the Specialist in Workers' Education, F. E. R. A. headquarters, Washington, D. C.

See the September issue of *SCHOOL LIFE* for the first fall news of the Emergency Education Program. (Order direct from Superintendent of Documents, Government Printing Office, Washington, D. C., price 10 cents.) As additional information concerning this important Government project is announced by Mr. Hopkins' office, *SCHOOL LIFE* will report it.

Ellen Fitz Pendleton, Wellesley College; Walter Lippmann, editor and author; Christian Gauss, Princeton University; Hollon Augustine Farr, Yale University; George Henry Chase, Harvard University; and William H. Crawford, Allegheny College.

Germany.—The Ministry of Education has limited the number of new students who may be admitted to the German universities and technical high schools to 15,000, 5 percent of whom may be females. "The German preparatory schools released in the spring of this year 39,579 graduates. Under the maximum ruling of the Education Ministry the number obtaining the right to university training was reduced to 15,000. Of the latter, 8,000 male and 1,000 female students entered the labor service army as the final preparation." (New York Times.) This fall only 4,000 men and 700 women will enter the universities, having passed the rigid requirements set up. These figures present a striking contrast with higher education in the United States, where more than 307,000 new students enter the colleges and universities annually; 42 percent are women.

College of Idaho.—Of a senior class of 47 graduated last June, 21 are now engaged in the teaching profession; only 1 student who so desired was unable to find a position; 12 others are employed; and 4 will continue graduate work.

Columbia University, N. Y.—Teachers College now offers a new degree—doctor of education.

Cornell University, N. Y.—Athletics will be controlled by a committee of three, Professor Diederichs, director of the Sibley School of Mechanical Engineering, chairman; Professor English, of the department of economics and Comptroller Charles D. Bostwick. They will coordinate the activities of the athletic association (intercollegiate sports), and those of the department of physical education (intramural sports). Formerly the intercollegiate athletics were directed by the graduate manager of athletics directly responsible to the athletic association; no change in personnel, however, is involved. The newly appointed committee will have charge of athletic policies and general supervision of all athletic expenditure.

Goucher College, Md.—This fall Goucher enters upon an educational program of exceptional character, giving up "credits" as measured by time units, and substituting a group of measurements of student progress toward the attain-

[Continued on page 70]

The Colleges

Placement of College Graduates.—A survey (October 1933) of 531 outstanding colleges and universities, not including junior colleges, revealed 315 maintained employment offices of some sort. They placed 16,298 students as teachers and 5,692 students in occupations apart from teaching. These colleges enrolled over 400,000 men and women.

Student Loan Funds.—Last year 30,757 students borrowed \$3,418,000 in 531 colleges. Most of these funds were available in the following types of institutions: State-controlled universities, privately controlled colleges and universities, Protestant denominational coeducational institutions, and independent schools of technology.

Scholarships and Fellowships.—This year about 33,000 students will receive some \$6,000,000 in scholarships and a smaller group will receive nearly a million dollars in graduate fellowships.

Deferred Tuitions.—About 25,000 men and 12,000 women were allowed to defer their tuition payments last year.

Pennsylvania.—The Committee on Higher Education of the Commission for the

Study of Educational Problems in Pennsylvania is making a comprehensive study of demands being made upon institutions of higher learning, the extent to which existing service is meeting requirements and the adjustments and expansions, if any, that may be needed in the future. Dr. Ralph D. Hetzel, president of Pennsylvania State College, is chairman, and Dr. Harlan Updegraff has been appointed as educational consultant. The survey will include possibilities for provision of future educational opportunity for the increasingly large number of high-school graduates unable to attend college.

Phi Beta Kappa.—At the Triennial Council of the United Chapters of Phi Beta Kappa, Prof. Clark S. Northup, Cornell University, was reelected president. Those elected as members of the senate were Owen D. Young, chairman of the board, General Electric Co.; David A. Robertson, Goucher College; John Kirkland Clark, New York State Board of Law Examiners; John Huston Finley, New York Times; Theodore H. Jack, Randolph-Macon Woman's College; James Bryant Conant, Harvard University; Frank Pierrepont Graves, New York State Commissioner of Education;

The VOCATIONAL Summary



Home Economics • Agriculture

Rehabilitation

Trade and Industry

EXPANSION of the part-time and continuation classes constitutes a definite need of the vocational agriculture program for the future, according to a report of the California Department of Education. The report points out that young men out of high school are finding it increasingly difficult to establish themselves either in self-industry or in outside employment before they reach the age of 20 or 21 years. These young men are demanding a continued contact with the agricultural department in the high school through continuation classes for from 1 to 3 years after graduation. A number of departments have set up such continuation classes on a permanent basis, and more are doing so each year.

Good news

In the annual report of the Washington State Department of Education it is explained that "the educational situation has materially improved for the schools during the past year. The passage of the occupational tax law provided additional State money for reimbursement to schools, which has put a very high percentage of the schools on a cash basis ... This is the first year State aid has been available to the schools for the conduct of the vocational program. This State aid, together with the funds from the George-Ellzey Act, will make it possible to establish agricultural departments in all the high schools of the State that have the minimum number of farm boys necessary to economically offer such instruction. This

is assuming, of course, that the present Federal funds for agriculture will continue to be available."

Emergency agriculture

The California State Department of Education reports that almost 5,000 persons were given emergency assistance by the vocational agriculture teachers in California high schools last year. In their teaching programs, instructors emphasized live-at-home projects. Hot-bed plants, some of them grown in school gardens, were furnished farmers and others in local communities; canning kitchens were operated; year-round gardens arranged for; assistance given in planning and carrying out family budgets; meats cured; and soil, orchard, and poultry improvements carried out on local farms. In many communities throughout the State, the vocational agriculture teachers were called upon to give instruction to groups of farmers on different phases of agriculture. Such instruction dealt with cotton varieties, seed corn, tick eradication, soil improvement crops, meat curing, farm terracing, pruning, inoculation of livestock, meat cutting, rural sanitation, beautification and landscaping of home, school, and church grounds, breeding animals, pecan culture, orcharding, cooperative buying and selling, farm shop work, and fruit and vegetable canning. More than 17,000 farmers were reached in these group meetings. A thousand seventh-grade students also took advantage of a short unit agricultural course set up in a number of schools in the State. This

course was established as a result of a survey which showed that of the students who drop out of school upon completing the seventh grade, a large number return to their home farms and eventually become farmers.

Food for thought

Food for thought on the part of both teacher and pupil was brought to light in a survey of practices and conditions in the homes of 125 families in an Iowa city. This study made by a student in the vocational home economics class of the local High School disclosed, among other things, that (1) 6 percent of the homemakers ceased their formal school training in grade school, 34 percent in high school, and 30 percent in college; (2) only 18 percent reported that they had a definite written plan for spending the family income, and 61 percent had no such plan whatever, whether written or not; (3) the diet of the children in many families was lacking in fruits, vegetables, eggs, milk, and whole-grain cereals. The results of the study indicated the need for adult homemaking classes for instruction in spending the family income, planning and serving meals, selecting clothing, and protecting and improving child health. Other cities might benefit from a similar survey.

Home economics scores

Fifty-seven replies to a questionnaire, returned by parents of girls taking homemaking courses in a Wisconsin high school last year, give some idea of the value they place upon these courses as compared with other courses. In comparison with other courses homemaking was indicated as being "much more valuable" on 7 returns, "more valuable" on 11 returns, "as valuable" on 36 returns, "less valuable" on 2 returns, and "much less valuable" on 1 return. Those who voted homemaking less valuable than other subjects regarded English, history, and business arithmetic as more important.

Shopwork in Virginia

Early in 1930 the Virginia State Board of Education requested the State supervisor of trade and industrial education to promote general shop courses of a non-vocational nature in centers throughout the State. The objective of such courses, which have been established in 7 of the larger cities and 2 smaller cities, is to familiarize pupils with certain manipulative skills. Combinations of any four of the following courses may be offered in these general shop classes: Mechanical drawing, electrical house wiring, electrical

machine and apparatus repairing, sheet-metal work, machine shop practice, printing, bricklaying, automobile mechanics, radio servicing and repairing, furniture making, including woodworking machine operation, plumbing and general metal work, spinning and weaving, and mechanics of materials.

Stores cooperate

Out in Boise, Idaho, last year, a cooperative course in salesmanship was inaugurated on an extremely practical basis. Students enrolled in this course spent one and one-half hours each school day in the classroom studying the fundamental principles of salesmanship and the balance of the day and Saturdays in actual sales jobs in local department stores. Their work in the stores was supervised by their instructor who has had a number of years of store experience.

Enrollment jumps

Curtailment of State funds for vocational education has made it impossible to expand appreciably the trade and industrial training program in Oregon, the annual report from that State discloses. Fortunately, however, it has been possible, through Federal Emergency Relief funds to provide for a considerable increase in enrollment in programs already in operation. Under these funds classes have been offered in interior decorating, arts and crafts, blueprint reading, commercial art, carpentry, tailoring, mining, nursing, landscape gardening, dressmaking, wood carving, auto mechanics, ornamental plastering, cooking, practical nursing, trade mechanical drawing, art letter work, drafting, first aid and safety, and metal working.

Drought problems

Adjustments made by teachers of vocational agriculture in the type of instruction in their adult or evening classes for farmers in the past year have contributed in a large measure to the interest created in these classes. Recognizing the necessity of incorporating in the courses offered in these classes information and instruction which would appeal to farmers in the present situation, teachers have placed emphasis upon commodity-control programs, farm financing, and farm reorganization and management. More recently, also, a

further adjustment of teaching programs has been necessary in States affected by the drought. For example, North Dakota agriculture teachers found it necessary to revamp their programs to include instruction on the conservation of food for the farm family and feed for livestock. To assist teachers in making this adjustment the Department of Agricultural Education, North Dakota State College, has prepared a series of suggested discussions on drought problems, together with a citation of references on these problems. In addition, district conferences in which these problems are discussed have been arranged by the State Department of Education. Other States are adopting similar measures in their efforts to adjust their instruction for adult farmers.



Oscar L. Chapman, Assistant Secretary of the Interior, M. L. Wilson, Assistant Secretary of Agriculture, and Verne Burnett, Vice President of the General Foods Corporation, deciding upon the Star American Farmer, the winner of \$500 in an annual contest sponsored by the Weekly Kansas City Star. Members of the Future Farmers of America, national organization of boys studying vocational agriculture in the United States, compete for cash prizes in this contest. An account of the Future Farmers convention in Kansas City will appear in December SCHOOL LIFE.

Mississippi's record

One hundred and thirty-five disabled persons—102 men and 33 women—were rehabilitated by the department of civilian rehabilitation in Mississippi during the past year. Seventy-four of these were crippled by disease, 39 by public accidents, 15 by employment accidents, and 7 had congenital deformities. Seventy-nine were trained and placed by college training and 35 by employment training. Thirty-six had hospital treatment and 67 were given artificial appliances. Maintenance was provided for 28. These crippled persons are working in 37 kinds of employments. Nearly all of them are on jobs in which they will receive promotion after the first year and are already earning, the first year

after placement, more than three times the amount of money spent on their rehabilitation. More than 1,200 crippled persons were on the live roll of the State at the end of the year, including 502 who had been surveyed for rehabilitation, 366 in process of rehabilitation, 289 in school and employment training, 39 prepared for and looking for work, and 12 being followed up in their work to insure successful rehabilitation before closure of their cases.

Personnel changes

Earl W. Barnhart has been reappointed Chief of the Commercial Education Service in the Division of Vocational Education, Office of Education, from which position he resigned in October 1934 to accept a place on the staff of the College of the City of New York, where he offered courses on teaching commercial subjects in the School of Business. While in New York, Mr. Barnhart completed the requirements for a master's degree at Teachers College, Columbia University.

Miss Rose Cologne was recently appointed itinerant teacher trainer for parent education in the office of the department of education, Kansas. Miss Cologne succeeds Miss Marion Quinlan, who resigned to be married.

Miss Beryl Cone has been appointed teacher trainer by the Ohio State Department of Education, with headquarters at Miami University.

Mr. C. O. Henderson, State supervisor of vocational agriculture in north Mississippi, has been granted a year's leave of absence to accept an appointment as land-planning consultant for Mississippi. Mr. A. P. Fatherree, former master agricultural teacher of Mississippi, who has held teaching positions in three different counties in the State, succeeds Mr. Henderson.

Economy of rehabilitation

The average weekly earnings of a group of 121 rehabilitated persons studied in Massachusetts recently was \$14.31 as compared with \$1.90 prior to their rehabilitation. The increased earnings—\$12.41 weekly—represent an annual pay roll of more than \$78,000. It is significant that many of these persons were placed at the minimum scale paid in the various occupations. Their earnings, therefore, are much less than they will be eventually.

CHARLES M. ARTHUR

Other Countries Tell Us

LET'S review our eighth grade geography just long enough to get an idea of the divisions of the British Commonwealth of Nations, not those parts like Canada, Australia, and the Union of South Africa that are known as self-governing dominions and deal with the British Government through the Dominions Office, but the smaller areas that are termed "non-self-governing." They are many. In Africa are Kenya, Uganda, Zanzibar, Nyasaland, Seychelles, Somaliland, Basutoland, Northern Rhodesia, Nigeria, Gambia, Gold Coast, Ashanti, Sierra Leone, Tanganyika, Togoland, and others. Included in the Asiatic realms of the Commonwealth are Ceylon, Hong Kong, Straits Settlements, Federated Malay States, Malay States not included in the federation, and many smaller areas. In the Western Hemisphere are Bermuda, the Falkland Islands, British Guiana, British Honduras, and the British West Indies, which comprise the Bahamas, Barbados, Jamaica, Leeward Islands, Windward Islands, and Trinidad.

We have named 31 divisions, by no means all of them, that are within the administration of the colonial office in the Commonwealth Government. This great colonial empire of over 50 separate units with a total area of approximately 1,925,733 square miles and a population of 56¾ millions includes practically all races of mankind, speaking hundreds of different languages and dialects and living in conditions varying from savagery to modern twentieth-century surroundings. The policy of the colonial office is, "with regard to all the inhabitants, irrespective of race or religion, to maintain order, to administer justice, to promote health and education, to provide means of communication and transport, and generally to promote the industrial and commercial development of the country."

The policy includes provision for education and these colonies have school systems, some of them a century or more old, that are administered by the colonial office. That office feeling the need of expert advice, especially with respect to tropical Africa where difficulties are many and great and the colonies have been acquired mainly in the past 50 years, appointed in 1923 an advisory committee

★ HOW the Advisory Committee on Education in the Colonies Provides for Education of Millions of All Races—

by James F. Abel

on native education in tropical Africa. That committee was so valuable an aid that in 1928 the office decided to extend the service to all the colonies. Accordingly the original committee was dissolved and an advisory committee on education in the colonies was appointed as of January 1, 1929.

Briefly its duties are to (a) advise on any schemes for improving education that may be referred to it by the colonial office, (b) submit to the office recommendations on subjects relating to colonial education, and (c) keep informed of the progress and needs of education in the colonies.

Think for a few minutes of the education matters with which the office must deal and which it may refer to the advisory committee for advice. The old, old language question, a most prolific source of bitterness and trouble is always present. Shall the children be taught in and through their mother tongues many of them spoken only by small communities, backed by no textbooks and literatures, and with no corps of teachers trained to handle them? Or, shall English be used in all the schools and all the grades? John Brinsley in 1622 addressed to the council and company for Virginia and to all other governors within His Majesty's dominions *A Consolation for our Grammar Schooles* in which he laid out a plan of instruction mostly in Latin grammar and literature to be used "more specially for all those of the inferiour sort, and all ruder countries and places; namely, for Ireland, Wales, Virginia with the Sommer Islands, and for their more speedie attaining of our English tongue by the same labour, that all may speake one and the same language." But policies of language repression and the enforcement of a common tongue haven't been very successful in the three centuries since Brinsley wrote, and the committee, with regard to native languages in Africa, says in effect that the

vernacular is to be used in the early stages of education and throughout school life but the native must have the opportunity to acquire English and have access to the vast body of experience embodied in English literature.

Compulsory attendance, the attitude toward tribal customs and religions, cooperation with and aid to missionary schools, developing native arts and industries, training and recruiting an administrative and teaching corps, in short all the problems connected with setting up and maintaining any school system, plus a host of special difficulties arising from the conditions peculiar to the colonies, must be handled by the colonial office and may by it be referred to the advisory committee on education in colonies.

Naturally the committee must represent the views of many interests, so among others its membership includes representatives of the Catholic and Protestant churches, the head of a college in both Oxford and Cambridge, the principal of the London Day Training College, two experienced women educators, representatives from the three parties in Parliament, and members with long experience in colonial administration.

The committee has its headquarters at 2 Richmond Terrace, Whitehall, S. W. 1, London, where a joint secretary is regularly stationed. It meets usually once a month and directors of education and other officers from the colonies who may be in England are asked to attend. Its expenses are met by the colonial governments that wish to participate in its services.

It publishes a quarterly journal, *Oversea Education*, devoted to educational research and experiment in tropical and subtropical areas, now in its sixth volume, in which the proceedings of the committee's meetings are abstracted, and many interesting views are expressed. I select somewhat at random from the titles of articles: The Adaptation of Intelligence

Tests to Tropical Africa; The Arab Girls' School of Zanzibar; Bantu Music in Kenya; The Language Question in West Africa; The Primitive in Some English People; and Chinese Culture in Hong Kong."

The committee is active. In its short life, a little more than 5 years, it has

advised on many local proposals for changes in the education system, prepared memoranda on such subjects as grants-in-aid, and aims and methods of language teaching in the colonies, and generally built up a central office with a fine body of knowledge about and experience in colonial education.

Electrifying Education

[Continued from page 57]

The Ohio State University announces the publication of *Education on the Air, 1934*, being the proceedings of the Fifth Annual Institute on Education by Radio.

The Motion Picture Producers and Distributors of America announce that the following books are being made into motion pictures during the present season: Pearl Buck, *The Good Earth*; Charles Dickens, *David Copperfield*; Charles Dickens, *Great Expectations*; Charles Dickens, *The Mystery of Edwin Drood*; Sinclair Lewis, *Work of Art*; Jack London, *The Call of the Wild*; Alice Hegan Rice, *Mrs. Wiggs of the Cabbage Patch*; Count Leo Tolstoy, *Resurrection*; and Edith Wharton, *The Age of Innocence*.

Among the biographies to be screened are: *Joan of Arc*, *Pasteur (Men Against Death)*, and *The Mighty Barnum*.

A series of weekly broadcasts have been inaugurated recently by the four senior high schools of Des Moines on Wednesday mornings from 10 to 10:30 over radio station WHO.

Warner Bros. are to be congratulated on the production of a series of 13 one-reel films on *See America First*. These pictures treat historical subjects and make a definite patriotic appeal. They are intended for theatrical showing, and it is hoped that they will be available for non-theatrical use later.

The University of Minnesota is featuring adult education, world affairs, language instruction, and music over the university station WLB.

School officials and teachers who are interested in radio or motion-picture equipment for schools can secure free copies of a 10-page mimeographed article on "Radio-Sound Motion Picture Installations for Schools" from the Federal Office of Education, Washington, D. C.

Speech, child development, music, English, and the social studies are being broadcast in the University of Iowa High School of the Air over radio station WSUI. Further information may be secured from Mr. Carl Menzer, station director, State University of Iowa, Iowa City.

CLINE M. KOON

Government Aids on Federal Aid

TO ANSWER the requests of students engaged in preparing debates this year on the subject of Federal aid to education the Office of Education announces that the following publications are available free or at small cost.

Publications which may be purchased through the Superintendent of Documents, Government Printing Office, Washington, D. C.:

Federal Aid to Public Schools (Bulletin 1922, No. 47).....	\$0.10
Digest of Legislation Providing Federal Subsidies for Education (Bulletin 1930, No. 8).....	.10
Bibliography of School Finance, 1923-31 (Bulletin 1932, No. 15).....	.20
A Review of Educational Legislation 1931 and 1932 (Bulletin 1933, No. 2—ch. VII).....	.05
Economies Through the Elimination of Very Small Schools (Bulletin 1934, No. 3).....	.05
Statistics of State School Systems, 1931-32 (Bulletin 1933, No. 2, ch. I).....	.10
The Deepening Crisis in Education (Leaflet No. 44).....	.05
Larger Units for Educational Administration—A Potential Economy (Pamphlet No. 45).....	.05

SCHOOL LIFE:

Reprint No. 1, Education in the Recovery Program.....	.10
September 1934, Bibliography on Federal Aid to Education, How Much the Government Spent to Aid Education, 1933-34.....	.10
October 1934, Bibliography continued.....	.10
(Others)	1.00

Biennial Survey of Education 1930-32 (Bulletin 1933, No. 2):	
Chapter II. Statistics of City School Systems, 1931-32.....	.10
Chapter VII. A Review of Educational Legislation 1931 and 1932.....	.05
High School Instruction by Mail—A Potential Economy (Bulletin 1933, No. 13).....	.10
Land-Grant Colleges and Universities, 1931 (Bulletin 1932, No. 21).....	.05

SCHOOL LIFE:

December 1933—To Save the Schools.....	.05
February 1934—Federal Aid: Six Proposed Steps.....	.05
May 1934—Work of the House Committee on Education.....	.05
June 1934—Emergency Educational Program.....	.05
	.70

Publications which are available free upon request from the Office of Education, Washington, D. C.:

No. 110. The Education of Teachers and the Financial Crisis.

No. 118. Selected and Annotated Bibliography on Education During the Depression.

No. 121. The Economic Outlook in Higher Education for 1933-34.

No. 124. City Schools and the Economic Situation.

No. 125. Per Capita Costs in City Schools for 1932-1933.

Digest of Reports of State Boards for Vocational Education to the Federal Board for Vocational Education, fiscal year, 1933. (Federal moneys granted to States for vocational education and rehabilitation.)

SCHOOL LIFE, official monthly magazine of the Office of Education, will carry each month factual and reference material useful to debaters. Subscriptions for SCHOOL LIFE (\$1 per year) should be sent directly to the Superintendent of Documents, Washington, D. C.

England to Train Jobless Youth

[Continued from page 56]

full year of attendance; and, therefore, at the age of 16, they may already have acquired a credit in the insurance fund of two-thirds of the contributions which qualify for benefit. Thus they will not be penalised in any way for the extra schooling they, or their parents for them, have managed to obtain. The object of the whole scheme is to prevent demoralisation and also to facilitate absorption into employment by maintaining habits of work, creating interests that are worth while, and keeping the young closely in touch with the best means of obtaining suitable work.

Most, if not all, educationists will continue to press for the raising of the school-leaving age, but in the meantime it is some satisfaction to know that no unemployed boy or girl need now be without occupation, without training, or without hope.

Aids for School Boards

ONE OF the very best things that we can do to advance the cause of rural education is to develop a professional spirit among our rural boards of education. Imbued with this idea the Delaware State Department of Public Instruction sent a circular letter to our boards of education.

This letter called attention to such articles as, "Standards of Heating and Ventilation", "Why a Public Relations Program for Schools", "Relations between the Board of Education and the Principal", "The School Director—His Duties and Responsibilities", "Cooperation between School Boards and the Public", etc. These articles are in various journals of school administration. At our request, samples of these journals were mailed to school trustees.

We listed books which school trustees may borrow from the State Library Commission. Trustees will be better officials if they read such books as, "Rural Teacher and His Work", "School and Its Life", and "American Rural School."

We acquainted trustees with the wealth of material in the Journal of the N.E.A., and told them that they could borrow copies from teachers.

We called attention to SCHOOL LIFE, and the most important Government bulletins and State educational publications. Trustees were encouraged to use material in the Annual Report of the State of Delaware Board of Education as a basis of discussion in the parent-teacher meetings.

The State Safety Council sends "Safety Education" to all schools in the State. This bulletin also goes into the hands of our trustees. When they read "The Poster Route to Safety" they understand why we make posters in school.

In our office is a circulating library which is mainly for principals and teachers. It contains several books having chapters which will enlighten trustees and enable them to function more effectively. The trustees were told that they could borrow these books.

As small schools consolidate, more junior high schools are being established. Some trustees never attended a junior high school; perhaps some do not know the place of the junior high school in the educational system. We are getting across to the trustees the whys and wherefores of the junior high schools.

We urged trustees to attend the annual session of our county teachers' association, and provided a special department for them at the meeting of the State association.

Results? Within 1 week after receiving our circular letter two trustees read the book "The School Board Member." Another board member borrowed from our office "The Junior High School." Still another read "Athletics in Education." Principals are lending journals of school administration to board members, and one rural board of education subscribed for two educational journals. The board members from one district came to our office one Saturday morning and spent 2 hours discussing teachers for next year, and what type of janitor should be employed.

ALBERT EARLEY

Delaware State Department of Public Instruction.

IN New York City, Fire Chief John J. McElligott, has asked the personal help of all school children in a city-wide campaign to stamp out the turning in of false fire alarms. Last year 12,097 false alarms were recorded in the metropolis.

Federal Office of Education estimates place the total number of school goers in the United States this year at 32,500,000, ranging from children in emergency nursery schools to grandmothers and grandfathers attending emergency adult education classes.

Due to the F.E.R.A. emergency education program, there are twice as many adults entering classrooms this fall as there are college students.

And there are now more C.C.C. camps than colleges and universities in the United States; C.C.C. camps, 1,641; colleges and universities, 1,466.

A United Press check-up indicates a Nation-wide increase in college and university enrollment. Federal relief jobs for needy students is a major factor.

ment of certain realistic objectives, which include (1) the establishment and maintenance of physical and mental health; (2) the comprehension and communication of ideas both in English and in foreign languages; (3) the understanding of the scientific method in theory and application; (4) the understanding of the heritage of the past in its relation to the present; (5) the establishment of satisfying relations with individuals and with groups; (6) the utilization of resources with economic and aesthetic satisfaction; (7) the enjoyment of literature and the other arts; and (8) the appreciation of religious and philosophical values. There will be no required credits and no required courses. At the end of the sophomore year there will be a general examination. The upper division of the college (junior and senior years) is the period of special education for each student

Harvard University, Mass.—Harvard's enrollment is less by 166 students than last year; the total enrollment is 7,301. In Harvard College, however, the 3,552 students represent an increase of 123 students over last year's figure. The number of students electing engineering has declined due to the recommendation of the engineering faculty that undergraduates interested in engineering register in Harvard College to obtain a broad general education before beginning their graduate engineering study.

Whitworth College, Miss.—Whitworth, one of the oldest women's colleges, is correlated with Millsaps College at Jackson, Miss. It has *not* closed as reported, but in 1927 consolidated from a four-year to a two-year college.

Rollins College, Fla.—Strict automobile regulations will be imposed upon the students this year in order to reduce as much as possible the hazards of reckless driving. Cars will be thoroughly examined by skilled mechanics before they are licensed, each student owner or driver will be required to pass a driver's examination, and each student will be required to carry personal liability and property-damage insurance. Each student licensed to drive an approved car will be required to purchase a number plate issued by the student-faculty traffic committee. The students themselves have taken the initiative in this proposed system.

South Dakota State College.—Due to the drought the college administration had not expected that the total enrollment of this year would exceed that of last year, even in view of an expected fresh-

man increase. Transfers from other schools, however, kept the total well above that of last year. Of a total enrollment of 730 resident students, 300 are freshmen.

University of California.—President Sproul advises: "Neither expansion nor new activities should be considered (during the next biennium). Changes which involve substitutions of more efficient for less efficient methods should be suggested. Changes in the curriculum involving additional apparatus and supplies should not be proposed; on the contrary, less expensive methods of teaching should be the goal. The present salary scale should be taken as a basis for the next 2-year period."

University of Iowa.—On October 4 Eugene A. Gilmore was inaugurated as president of the university. The co-operative dormitory plan of the university has been extended so that \$178 to \$420 will pay for a year's college work depending upon the place of residence and granting of fee exemptions to deserving students. "The High School of the Air" is a new radio feature which will supplement high-school classroom work with talks by university faculty members. First semester enrollments are about 10 percent higher than last year.

University of Kansas.—Thorough physical examinations will be given this year to all new students whether they are freshmen, students from other colleges, or graduate students. These examinations are sufficient for life insurance or army entrance, and will include a test for tuberculosis.

University of Southern California.—The junior college division established in 1933 offers a special 2-year curricula for students who have a limited number of years to give to college work, or who wish and need more guidance, or who do not meet entrance requirements. Students may transfer without loss of credit to the college division of the university by attaining a "C" average or better.

The new graduate program of the School of Social Welfare leads to the Master of Science in Social Work; admission is based on the holding of a bachelor's degree, and a committee passes on qualifications with relation to personal character, tact, and temperamental fitness for work in social service. Graduates receive the provisional certificate in social work authorized by the American Association of Schools of Social Work.

University of Texas.—With a total of 2,000 applications, the committee in charge

of administering the F. E. R. A. work has already assigned its full quota of part-time student workers to jobs; 428 men and 223 women (one-half of whom were not in school last January) constitute the university's allotment on the basis of its last year's enrollment.

University of Washington.—Dr. Lee Paul Sieg was inaugurated as president of the University of Washington on Friday, October 5. He was greeted by the largest student body in the history of the institution—7,368 students enrolled.

WALTER J. GREENLEAF

A Five-Inch Bookshelf

A LITTLE collection of rare, old textbooks has recently been acquired in the Office of Education Library from the collection of Dr. Langworthy, former chief of the Bureau of Home Economics. Lindley Murray's grammars and readers were a household word in the days when grandpapa met grandmamma, and even when great-grandpapa met great-grandmamma. Three of his little textbooks are in the 5-inch book shelf thus acquired: an "English grammar" published in Hanover, N. Y., by J. Hinds in 1819, bound in all leather, size 4 by 7 inches, with 312 pages; an "English reader: or pieces in prose and poetry selected from the best writers * * *", published by Blake, Cutler & Co., in 1823, all-leather which is much worn, 6½ by 7 inches, with 264 pages; and "A Sequel to the English reader: or elegant selections in prose and poetry, designed to improve the highest class of learners in reading * * * and to promote the interests of piety and virtue." The latter was printed by D. Watson at Woodstock, Vt., in 1821, bound in all leather, 4 by 7 inches in size, with 299 pages. It belonged to Charles Rich, whose autograph is inscribed on the flyleaf with artistic flourishes illustrating the fine Spencerian style used by our ancestors of that day, and telling posterity that he bought the book in 1829. None of these little volumes have illustrations, but are quaint and interesting in content. The first-named grammar has an appendix containing a remarkable "Address to young students", which we recommend to commencement orators. It closes with 22 lines of verse ending thus:

*"Know then this truth [enough
for man to know]
Virtue alone is happiness below."*

A real find is an old speller by Elihu F. Marshall: A Spelling book of the English language; or, the American tutor's assistant intended particularly for the use of common schools. This was

printed and published by Ira White in 1830, at Wells River, Vt., is bound in paper-covered wood resembling chestnut or oak, is gray-green in color, 4½ by 6 inches in size, with 156 pages. We call attention to the size, because the early textbooks were very small. On page 56 of this book is the following well-known little classic entitled "Love between brothers and sisters", the second verse being:

*"Birds in their little nests agree;
And 'tis a shameful sight,
When children of one family
Fall out, and chide, and fight."*

The last of the 5-inch bookshelf is an arithmetic by Samuel Green, with the title Daboll's Schoolmaster's assistant, improved and enlarged, being a plain, practical system of arithmetic, adapted to the United States by Nathan Daboll... This was printed and sold by Gardiner Tracy, Utica, N. Y., in 1836, bound in all-leather, size 4 by 6 inches, with 240 pages. In the last pages it contains the farmers' and mechanics' first method of bookkeeping. The owner's autograph is found as S. Ash Moulthrop, and his instructor was S. A. Thomas. There are two among other interesting things about this little arithmetic. One is the use of certain obsolete terms. On page 114, definitions are given of rules for tare, tret, cloff, and suttle. The other interesting item we will mention is the owner's ambition to learn which is scribbled on page 11, where troy and avoirdupois weight tables are given. At this point the would-be learner wrote on the margin:

*"I will learn it so I w
ill yes I wi
ll";*

We hope that such willpower was rewarded.

MARTHA R. McCABE

New Government Aids For Teachers

Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance [check or money order] at time of ordering.

PRESERVATION of Newspaper Records. 10 p. (National Bureau of Standards.) 5 cents.

Findings of an examination of newspapers published in the United States since 1830. Contains a number of suggestions for the preservation of this form of record, among which are photostatic and photolithographic printing on high-grade paper and by the use of photographic glass plates. (Library Science; Photography.)

United States Department of Commerce. 75 p., illus. (Department of Commerce.) Free.

A description of the activities of the following bureaus in the Department of Commerce: Bureau of Air Commerce, Bureau of the Census, Coast and Geodetic Survey, Bureau of Fisheries, Bureau of Foreign and Domestic Commerce, Bureau of Lighthouses, Bureau of Navigation and Steamboat Inspection, Patent Office, Shipping Board Bureau, the National Bureau of Standards (see illustration showing model of Empire State Building in a 10-foot wind tunnel), and of the Business Advisory and Planning Council. (Civics; Political Science.)

Bulbs From Seed. 32 p., illus. (Department of Agriculture, Circular No. 311.) 5 cents.

Discussion of propagation from seed compared with vegetative propagation; seed-bed preparation; planting the seed; and directions for planting and raising 33 different kinds of bulbs grown from seeds. Many of the bulbs may be grown right in the classroom. (Nature Study; Science.)

Commencement Address to the Graduating Class of the College of William and Mary by the Hon. Cordell Hull, Secretary of State, delivered at Williamsburg, Va., June 11, 1934. 13 p. (Department of State.) 5 cents.

Educational Institutions Approved by the Secretary of Labor in Accordance with Section 4 (E) of the Immigration Act of 1924. 30 p. (Department of Labor, Immigration and Naturalization Service) 5 cents.

Published for the information of officers of the Immigration and Naturalization Service, including technical advisers in foreign countries, American consuls, and

alien students desiring to come to the United States to pursue courses of study. The Immigration Act of 1924 classes foreign students as nonquota aliens. The institutions listed have met the requirements of the Immigration Act. (Registrars.)

Minerals Yearbook, 1934. 1154 p., illus. (Bureau of Mines.) \$1.75.

Complete account of regulations pertaining to gold and silver; review of code developments under the N. R. A.; complete production data in foreign countries; detailed mining reviews. 72 chapters, 59 contributors, and 106 illustrations. (Economics; Mineralogy.)



Courtesy Dept. of Commerce.

Model of Empire State Building (See Reference: United States Department of Commerce)

DAILY Revised Manual of Emergency Recovery Agencies and Facilities Provided by the United States Government. Loose leaf. (National Recovery Council.) \$1.50.

A simplified textbook of Federal activities which enables one to use effectively, speedily, and directly the emergency services which the Government has established. (Social service; Civics; Library science.)

The Work and Functions of the Division of Investigation, U. S. Department of Justice. 17 p., mimeo., illus. (Depart-

ment of Justice, Division of Investigation.) Free.

All about the agency which figures so prominently in the newspapers at the present time.

Fingerprints. 28p., illus. (Department of Justice, Division of Investigation.) Free.

Tells how this Government agency uses fingerprints in the detection of criminals and in identifying unknown individuals.

List of Technical Workers in the Department of Agriculture and an Outline of the Department Functions. 125 p. (Department of Agriculture, Miscellaneous Publication No. 177.) 10 cents.

Outlines the functions of the 23 bureaus and offices of the Department, including the Agricultural Adjustment Administration. (Civics; Agriculture.)

Publications of the Department of State—A list cumulative from October 1, 1929. 19 p. (Department of State.) Free.

Silver—Memorandum of Agreement Between the United States of America, Australia, Canada, China, India, Mexico, Peru, and Spain. 12 p. (Department of State, Executive Agreement Series, No. 63.) 5 cents.

Treaty Between the United States of America and Cuba. 4 p. (Department of State, Treaty Series, No. 866.) 5 cents.

Text in both English and Spanish.

The Farmers Run Their Show. 13 p., illus. (Agricultural Adjustment Administration.) Free.

How the farmer is helping himself in cooperating with the Federal Government under the Agricultural Adjustment Act. (Agriculture.)

A List of American Doctoral Dissertations Printed in 1932. 353 p. (Library of Congress.) 50 cents. (Research; Library Science.)

Posters

National Park Posters. Set of six large colorful posters on the National Parks. Free while the supply lasts. (National Park Service, Washington, D. C.) Two more depicting winter sports in the National Parks are now being made. Notice will be given on this page when they are available.

Film Strip Prices

Prices of Department of Agriculture film strips will range from 36 to 90 cents each, depending upon the number of frames. Most of them, however, will sell for 36 or 45 cents each. There are 200 series now available with complete lecture notes. For further information write to the Extension Service, Department of Agriculture, Washington, D. C. You may also prepare your own film strip series.

MARGARET F. RYAN

The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries

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Commercial education:

EARL W. BARNHART, chief.

VOCATIONAL REHABILITATION DIVISION

Vocational rehabilitation service, States:

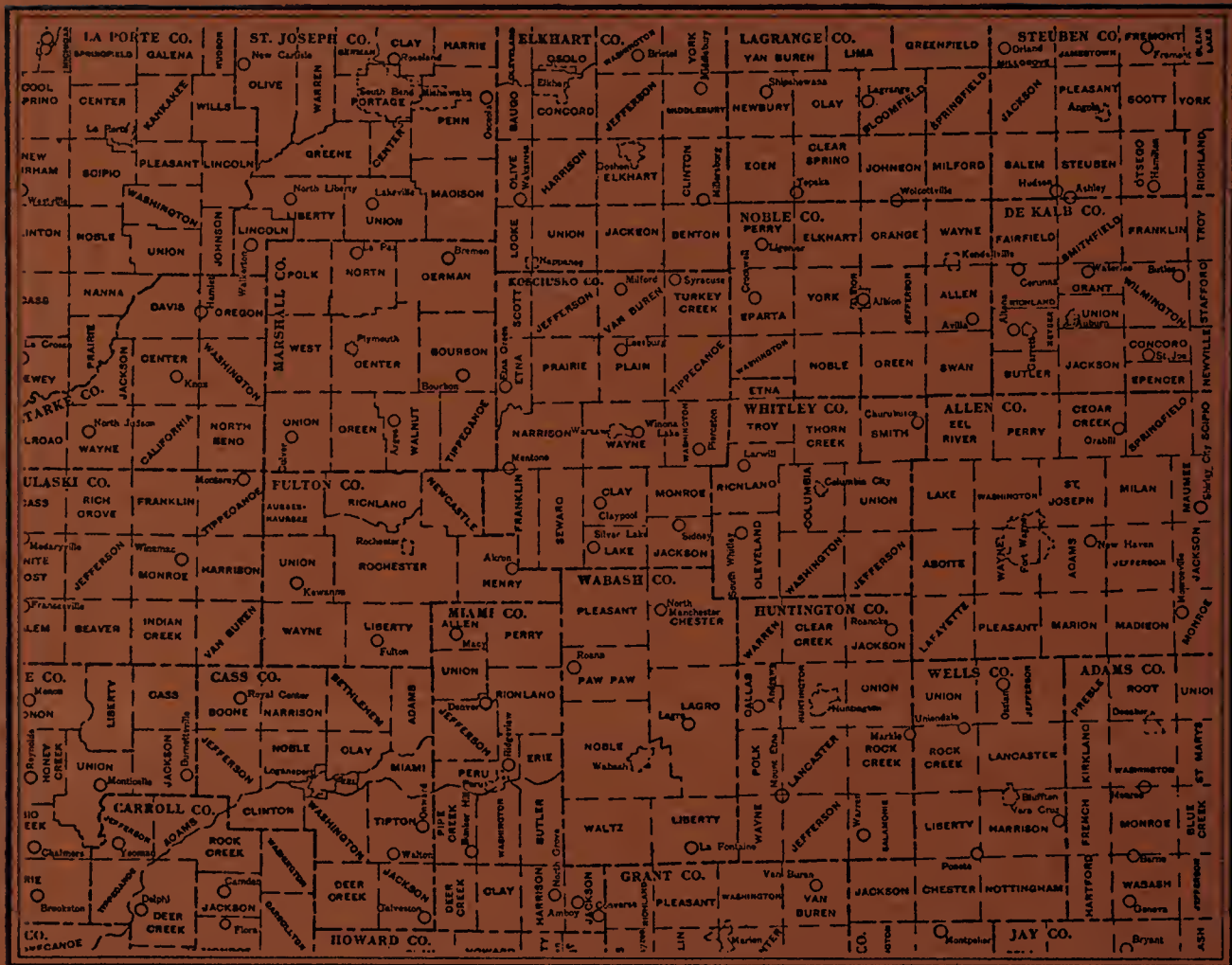
JOHN AUBEL KRATZ, chief.
I. M. RISTINE, agent, north Atlantic region.
H. B. CUMMINGS, agent, southern region.
TRACY COPP, agent, central region.
F. J. CLAYTON, agent, western region.
TERRY C. FOSTER, research agent.

Vocational rehabilitation service, District of Columbia:

H. C. CORPENINO, supervisor in charge.

STATE MINOR CIVIL DIVISION OUTLINE MAPS

U. S. DEPARTMENT OF COMMERCE, BUREAU OF THE CENSUS



Reproduction of Indiana Minor Civil Division Map

The Bureau of the Census has compiled a set of 48 separate state maps from the 1930 authentic county and city maps available in the Bureau. These maps show the subdivisions of counties (townships, districts, precincts, etc.), as well as the location of every incorporated place, with the areas of the larger incorporated places delimited. These maps serve as a key for the use of published Census data and should prove invaluable in social, economic, and demographic studies.

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SCHOOL LIFE



December

1934

Vol. XX • No. 4



IN THIS ISSUE



Town Hall of Washington • New Deal in Apprentice Training • Public Forums
Our Future Farmers • The Radio Hearings • Rural Education—Its Best
and Worst • The Great Rift in Education • About the Constitution

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

The Office of Education,
U. S. Department of the
Interior, Washington
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Radio Education

Native and Minority Group Education

Vocational Education

Parent Education

Physical Education

Rehabilitation

Teacher Education

Health Education

Industrial Education

Educational Tests and Measurements

Foreign Education

Adult Education

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.

American High-School Anniversary

THE year 1935 ushers in an important anniversary in the life of the American people. Three hundred years ago the first American high school—the Boston Latin School—was founded. It was established in 1635 only fifteen short years after the landing of the Pilgrims. From a small beginning with one instructor and a handful of students has grown the splendid service now provided for more than 6,000,000 young Americans by 26,000 public and private high schools. These schools are developing the most precious resource of our Nation, the latent intelligence of our young people. It is worth noting that social progress in the United States is following swiftly on the heels of the remarkable expansion of educational opportunity at the high-school level.

I hope that the young people of every high school in the United States will celebrate this three hundredth anniversary. I hope they will celebrate it in a manner which will bring vividly before parents and fellow townsmen the significance, the contribution, and the goals of their schools.

Franklin Roosevelt



For December • 1934



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The cover illustration for this issue of SCHOOL LIFE, drawn by C. K. Berryman, of the *Washington Evening Star*, Washington, D. C., is a reproduction of the Town Hall program cover illustration.

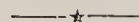
Since Last We Met

Ten of the twenty-one members of the House Committee on Education who will return to the Seventy-fourth Congress are: Vincent L. Palmisano, of Maryland; René L. DeRouen, of Louisiana; Martin J. Kennedy, of New York; William H. Larrabee, of Indiana; Brooks Fletcher, of Ohio; Braswell Deen, of Georgia; William M. Berlin, of Pennsylvania; John Lesinski, of Michigan; Albert E. Carter, of California; and L. T. Marshall, of Ohio.

The ranking member of the Education Committee in line for the chairmanship left vacant by John J. Douglass, of Massachusetts, is Vincent L. Palmisano, of Baltimore, Md.

Following is Representative Palmisano's biography quoted from the Congressional Directory:

VINCENT L. PALMISANO, Democrat, of Baltimore, was born at Termini, Italy, June 13, 1883, the son of Cosimo and Anna Marie (Sansone) Palmisano; migrated to America with parents; settled in Baltimore in 1887; educated in parochial schools; at age of 11 employed in box factory; stonemason's helper at age of 15; in real estate business at age of 21; took up study of law and was admitted to the Maryland bar in 1909; actively interested in East Baltimore politics; elected to Maryland House of Delegates, 1914; elected to the first branch of the City Council of Baltimore, 1915; re-elected, 1919; elected member of the Democratic State central committee of Baltimore city, 1923; appointed by Hon. Albert C. Ritchie, Governor of Maryland, as one of the police examiners for Baltimore city, 1925; married, December, 1919, to Mary Femes Pessaro, who was born in Baltimore; elected to the Seventieth Congress; reelected to the Seventy-first, Seventy-second, and Seventy-third Congresses.



Other educational sidelights of the election: William Mitchell, who defeated Oscar De Priest in Chicago, was once office boy to Booker T. Washington at Tuskegee. Graduated from Talladega College, he also studied at Harvard and Columbia. His wife is a Howard University graduate, and his son a University of Michigan graduate.

Edward R. Burke, who was elected Senator from Nebraska, served with great distinction on the Omaha school board.



Thomas V. Smith, University of Chicago, professor of philosophy, and author of *Philosophers in Hades*, published by the University of Chicago Press, has been elected Illinois State senator.

[Continued on page 89]

The Town Hall of Washington

COMMISSIONER of Education John W. Studebaker is chairman of the executive committee of the Town Hall of Washington, a public forum for the Capital, which opened the first of 20 sessions December 2, with President Glenn Frank, of the University of Wisconsin, leading the discussion. The topic was "America's Hour of Decision."

The Washington Town Hall lectures are given every Sunday evening, with the exception of Sunday, December 23, Christmas week. Speakers include Harold G. Moulton, Norman Thomas, Donald Richberg, H. V. Kaltenborn, William Green, and S. Parkes Cadman, D. D. The program for the 1934-35 season through February 1935, follows. Commissioner of Education Studebaker inaugurated the adult education forums in Des Moines, Iowa, 2 years ago.

Program

December 2, Glenn Frank. *America's Hour of Decision.*

President of the University of Wisconsin. Author of *The Politics of Industry*, *An American Looks At His World*, etc. A magnetic speaker.

December 9, Harold G. Moulton. *The Ethics of Capitalism.*

Outstanding economist and president of The Brookings Institute. Author of *Principles of Money and Banking*, *Financial Organization of Society*, etc. Dr. Moulton is a lucid and forceful speaker.

December 16, Norman Thomas. *Is Socialism the Answer?*

Head of the Socialist Party, and executive director of the League for Industrial Democracy. Brilliant, deeply-moving speaker.

December 30, Sir Willmott Lewis. *An Englishman Looks at America.*

Washington correspondent of the London Times since 1920. Decorated by various foreign governments as well as his own. Brilliant speaker.

January 6, Donald Richberg. *Economic Freedom and Security.*

United States counsel of the N. R. A. from its organization in June 1933. Chairman of the N. R. A. policy committee, and executive director of the National Emergency Council.

January 13, Lewis Corey. *The Economics of Communism.*

Author of *The Decline of American Capitalism*. A well-grounded economist, and stirring lecturer with broad international viewpoint.

★ *LEADERS in Political, Social, and Journalistic Life of the Capital Take Part in New Public Forum; Commissioner Studebaker Chairman*

THE TOWN HALL OF WASHINGTON



"Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

George Washington

"We need to have meeting places for the discussion of public questions, in the cities, hamlets and on the farms throughout the length and breadth of the land."

Franklin D. Roosevelt

Commissioner Studebaker sent the proposed cover of the Town Hall program to President Roosevelt with the lower right-hand box blank and asked him to match George Washington's statement.

January 20, Lt. Col. Stewart Roddie, C. V. O., London. *Germany and Hitlerism.*

Served 7 years on the Interallied Disarmament Commission in Germany. Colonel Roddie is the author of Peace Patrol, and is a dramatic speaker.

January 27, Lawrence Dennis. *Is Fascism in the United States Inevitable?*

Author of The Coming Fascism and Is Capitalism Doomed? Urges a realistic philosophy for America.

February 3, Frank Bohn. *The American Reply to Communism, Hitlerism, and Fascism.*

Close student of European changes for 30 years. On several occasions adviser to parties and governments. Contrasts other theories with democracy. A dynamic speaker who leads his audiences to see these revolutionary facts as living, exciting forces.

February 10, Debate by H. V. Kaltenborn and George E. Sokolsky. *Should the United States Enter the League of Nations: Two Views.*

Mr. Kaltenborn, author and radio news analyst, editor for the Columbia Broadcasting System, and Mr. Sokolsky, author of The Tinder Box of Asia, contributor to New York Times, Atlantic Monthly, etc.

February 17, The Earl of Lytton. *What Does Manchuria Portend?*

As chairman of the League of Nations Commission which investigated the Manchurian situation, Lord Lytton added distinction to his diplomatic career.

February 24, Benjamin M. Anderson, Jr. *Modern Economic Problems.*

Celebrated economist with the Chase National Bank of New York. Author of The Effects of the War on Money, Credit, and Banking in France and the United States, etc.

Sponsors

Leaders in Washington political, social, and journalistic life sponsoring the new public forum project include:

Mrs. Roosevelt, Mr. Louis Brandeis, Mrs. Owen Roberts, Secretary of State and Mrs. Hull, Secretary of the Interior and Mrs. Ickes, Secretary of Agriculture and Mrs. Wallace, Secretary of Commerce and Mrs. Roper, Senator and Mrs. Joseph T. Robinson, Senator and Mrs. Charles L. McNary, Senator and Mrs. Edward P. Costigan, Senator Millard E. Tydings, Representative and Mrs. Robert L. Bacon, General Pershing, John Dickinson, Mrs. Nellie Tayloe Ross, Leo S. Rowe, Rev. Edmund A. Walsh, Rev. Joseph L. Sizoo, Mrs. Truxton Beale, Mr. and Mrs. Robert Woods Bliss, Oscar L. Chapman, Oscar T. Crosby, Mr. and Mrs. Ludwell Denny, Mr. and Mrs. Clarence Phelps Dodge, Mrs. John Allan Dougherty, Mr. and Mrs. William Phelps Eno, Mr. and Mrs. J. Fred Essary, Mrs. William Cor-

coran Eustis, Judge and Mrs. D. Lawrence Groner, Miss Bell Gurnee, Frederic C. Howe, Mrs. Frederic Keep, Miss Ellen LaMotte, Maj. and Mrs. Henry Leonard, Mr. and Mrs. G. Gould Lincoln, George Preston Marshall, Mrs. William Beverly Mason, Mr. and Mrs. Eugene Meyer, Mrs. Eleanor Medill Patterson, Mr. and Mrs. Duncan Phillips, Col. and Mrs. E. Alexander Powell, Miss Janet Richards, Mr. and Mrs. Percival Ridsdale, Mrs. Henry C. Rowland, James Brown Scott, Mr. and Mrs. Frank Simonds, Mr. and Mrs. Lothrop Stoddard, Mr. and Mrs. Elliott Thurston, Mrs. Frank West, Mrs. Harvey Wiley, Paul Wilstach, and Mrs. Hamilton Wright.

Schools Report

IN ORDER that Mr. Deffenbaugh may have an abundance of material from which to select notes for this column, State, city, and county superintendents are respectfully invited to send him recent published reports or other material relating to their respective school systems.—*Editor.*

Suggested Daily Programs for One-Teacher Schools is the title of a chart issued by the State department of public instruction, Harrisburg, Pa. A block and a modified block program which provide for long periods in each of the various subjects are shown.

Opinions are Interesting but Facts are Vital, is the catch line of a booklet issued by the department of education, Baltimore, Md., entitled "Facts about the Baltimore Public Schools."

Grand Rapids Public Schools, Explanation and Illustration of Some of the City's Educational Activities, is the title of a booklet recently issued by the board of education, Grand Rapids, Mich.

Home instruction on the high-school level for crippled and invalid children unable to attend school was voted at a meeting of the school board of Holyoke, Mass., September 5, 1934.—*Minutes of the School Board, September 5, 1934.*

Ten thousand teachers in Virginia have within the past 4 years contributed to the work of preparing a new curriculum for that State. At least several thousand of them have done intensive work on it. The curriculum is now ready for use

in the schools for the session 1934-35.—*Virginia Journal of Education, October 1934, page 3.*

The State Board of Education of Washington has set up some new standards looking toward the improvement of the schools in that State. Most important of the new regulations is the establishment of special credentials for administrators and principals.—*Washington Education Journal, October 1934, page 27.*

In his report for 1933-34 the superintendent of schools of Lake County, Minn., which was organized on the county-unit plan in 1929, calls attention to the advantages of the Lake County school district. Among the many advantages enumerated are, a greater equalization of educational opportunities between the city and rural pupil; a 9 months' school term for every boy and girl; adequate library facilities for city and rural school alike; health service for both rural and city children; and janitor service for the rural the same as for the city teacher. The superintendent concludes his report as follows: "We feel that Lake County has come as nearly equalizing the educational opportunities of the city and rural child as it can be done and at the same time remain within the bounds of our financial ability to do so."—*Lake County School District, Two Harbors, Minn. Annual Report of the Superintendent, 1933-34, page 29.*

The State superintendent of public instruction of Kansas proposes the following four-point program for the consideration of the people and the legislature of that State:

1. A plan whereby the State may be redistricted, thus providing an area and valuation sufficient in each district to be economically and educationally efficient.

2. A plan for raising revenue from indirect sources sufficient to create an equalization fund large enough to guarantee an equality of educational opportunity to every boy and girl in Kansas irrespective of his place of residence.

3. A plan providing for the removal from partisan politics the office of both State and county superintendents, and providing for the election of said superintendents by the people on a nonpartisan ballot.

4. A plan providing for a revision of the certification laws, thus making it possible to reduce materially the number of certifying bodies and to provide for a uniform system of certification and teacher training.—*Circular, State Department of Education, Topeka, Kans., March 1, 1934, page 12.*

W. S. DEFFENBAUGH

New Deal in Apprentice Training

ON JUNE 27, 1934, President Roosevelt signed an Executive order (No. 6750-C) which launches a far-reaching program for youths entering skilled occupations and for schools.

This order (1) defines an apprentice, (2) sets up requirements binding on employment of apprentices by any industry under code, and (3) authorizes a Federal committee on apprentice training with representatives of the Office of Education, the Department of Labor, and the N. R. A.

The committee has been set up. Chairman is Secretary of Labor Perkins. Executive secretary is William S. Patterson. Office of Education representative is Frank Cushman, Chief of the Division of Trade and Industrial Education.

Announcement of the apprentice-training program in an Office of Education radio presentation and newspaper announcements have brought a flood of inquiries. Therefore, the following first authoritative explanatory statement by the committee should meet a real demand.

Copies of the Executive order on apprentice training may be obtained free on application to the Office of Education.

—Editor.

I. Introduction

On June 27, 1934, President Roosevelt issued an Executive order providing that persons may be employed as apprentices at wages lower than the minimum established in N. R. A. codes if their employers have first obtained from State committees on apprentice training certificates permitting the apprentices to be employed in conformity with a training program approved by this State committee. The President's Executive order also provided for the creation of the Federal committee on apprentice training to assist in the administration of this program and to carry out the purposes of the Executive order.

II. The Purpose of the Apprentice Training Program

There is today a great body of unemployed youth clamoring for opportunity. Apprenticeships cannot take care of all, nor would all of these boys and girls be willing to bind themselves to the rigorous course of training implied by an apprenticeship. It is, however, the purpose of this program

★ EXECUTIVE Order Will Create New Responsibilities for Young Men and Women Who Want to Prepare Themselves for a Skilled Trade

to provide opportunities for boys and girls, 16 years of age and over, to learn trades and enter skilled occupations.

The program is of great significance both to youth and to industry. It is the task of those administering the program to see that the apprentices are trained where they are most needed and where future employment possibilities are most certain. The broader the apprentice's training, the greater is his chance for continuous employment in his occupation and the more readily can he adapt himself to related lines of work, if this is made necessary by industrial changes.

III. In What Occupations Will Apprentices Be Trained?

The program will be introduced only in trades and in localities in which State

committees, advised by a trade committee of employers and employees, decide that there is need for an apprentice training program. Apprentices cannot be employed at less than code minimum rates until an apprentice contract, which conforms to certain standards, has been drawn up and approved.

IV. Who Is to Approve Apprentice Contracts?

The State committee on apprentice training, or some agency designated by it, will approve contracts and supervise the training of apprentices.

V. What Is an Apprentice?

For the purpose of this program, an "apprentice" is a person of at least 16 years of age who has entered into a written contract with an employer or an association of employers which provides for at least 2,000 hours of reasonably continuous employment for such person and which provides for his participation in an approved program of training.

Many codes provide that during a learning period of from 1 to 3 months an inexperienced employee may be paid less than the code minimum wage. Apprentice training under this program relates, however, to those occupations in which at least 2,000 hours are required to train an all-around mechanic or a skilled worker. Proper training includes gaining experience in many departments of a plant and receiving systematic instruction from foremen, skilled workmen, and from special instructors.

VI. Why Should the Apprentice Be Paid Less than the Code Minimum Wage?

An apprentice contract carries with it a responsibility for a period of training in a skilled occupation. As the training period progresses, the value of the apprentice to the employer increases, and at the end of

[Continued on page 79]

THROUGH the program now being developed we will have for the first time in the history of this country a Nation-wide program of apprentice training properly directed and adequately safeguarded. This development will be an integral part of the program of trade and industrial education carried on by the States in cooperation with the Federal Government.

That it will result in really worthwhile opportunities for thousands of young people to secure adequate preparation for successful careers as skilled workers, there can be no question. In carrying out this program, employers, labor, and the public schools will cooperate to the end that youth may have the opportunity to participate in the world's work, to which it is fairly entitled under changing conditions.

FRANK CUSHMAN

Our Future Farmers

IF YOU get discouraged about the future of farming or about the future of America, or about the future of anything, I recommend that you attend one of the annual meetings of farm boys studying agriculture. Or you might look up your nearest chapter of the Future Farmers of America—it's great tonic.

Few know about the Future Farmers of America because it is a young organization, only 6 years old. But it is probably the largest high-school organization in the United States. Its 3,500 chapters in rural high schools enroll 82,000 boys.

Four thousand Future Farmers came to Kansas City October 20-25 for their annual national convention. Among the groups of boys were delegates from 47 States and Hawaii, who came to transact the business of their national organization. While the organization is sponsored by the Federal Office of Education, and W. A.

★ NATIONAL Convention of Future Farmers of America, Largest Organization of High School Boys in the Country, Reported by William Dow Boutwell

Ross, of the Vocational Agriculture Service in the Office of Education is executive secretary, the F. F. A. is a boys' organization, controlled and managed by the boy members.

Who are these boys? Future Farmers are just what the name implies—boys growing up and working on the farm, but also studying vocational agriculture in the neighborhood high school. Organizing themselves into clubs or chapters, they learn the advantages and pleasures of working together in buying and selling, in social and community activities.

A vocational agriculture student may enter his local Future Farmer chapter as a green hand. He must carry on a supervised farm project. After a year of raising hens or corn or cotton, and having earned \$25 by the sweat of his brow and back, he is elected to the Future Farmer degree. Further achievement wins him the State farmer degree—highest award is the American farmer degree.

The Future Farmers had a busy week at Kansas City. They attended the American Royal Livestock show in which some of them entered livestock that won prizes. They took part in numerous contests, stock, poultry, meat and milk judging contests, and the national public speaking contests. They voted the American farmer degree to 58 boys with outstanding records. They transacted the business of their national organization with far greater skill and dispatch than many an adult organization. They conducted themselves like gentlemen.

The Future Farmers set aside nearly \$2,000 for prizes for contest winners. This is a remarkable sum considering the fact that dues are 10 cents per year.

J. Phelon Malouf, a Richfield, Utah, boy was given first place in the public-speaking contest by the judges, Frederic C. Howe, Consumers Counsel, Agricultural Adjustment Administration; Frank Mullen, agricultural director, National Broadcasting Co.; and Charles V. Stansell, of the Kansas City Star.

Awards of the American farmer degree were made by the national board of trustees, after a thorough study of records submitted. Of 74 who applied, 58 were granted the degree.

What must the American farmer degree winner have done to merit this high

[Continued on page 93]



To President Roosevelt as a gift of the F. F. A. went this lamb which won top honors at the American Royal Stock show. Harry Crandall, Jr., raised the lamb. On the right is Andrew Sundstrom, new president of the F. F. A.

The Radio Hearings

SINCE October 1, the broadcast division of the Federal Communications Commission, at the request of Congress, has been holding hearings on the proposal that educational, religious, and other nonprofit agencies be allocated fixed percentages of radio broadcasting facilities. The Commission has heard a large number of witnesses giving factual information.

On November 9, Commissioner John W. Studebaker appeared before the Commission and made the following statement.— *Editor.*

I am not appearing before your honorable body either as a proponent or an opponent of proposed legislation to allocate a fixed percentage of broadcasting facilities to educational and other nonprofit agencies. The Office of Education has constantly recognized the fact that the responsibility for the determination of policies governing broadcasting rests with the Federal Communications Commission and the Federal Trade Commission.

I am here to represent the Office of Education only because we wish to make a few general observations regarding radio in education and to acquaint you, especially the new members of your Commission, with our activities in this field.

In general, there are four points which I wish to present:

1. The results of research and experimentation which have come to the attention of our office convince us that the radio has great educational value.

2. The Nation is only beginning to make practical application of radio in education (in comparison with the automobile, we are still in the horseless-carriage stage).

3. It is our belief that many of the most important problems involved in educational broadcasting can never be solved by legislation but must be worked out by scientific research and cooperative experimentation.

4. In the efforts of our Office to solve, or have solved the problems which are obstructing the wider application of radio in education, we have had excellent cooperation of educators, broadcasters, and the Federal Radio Commission.

★ STATEMENT of John W. Studebaker, United States Commissioner of Education, Before Federal Communications Commission

Since we hope to continue to cooperate with and merit the support of your honorable body as well as the broadcasters and various educational groups, we wish to give you an insight into the development and functions of the radio section of our Office.



Hampson Gary, Chairman, Broadcast Division, Federal Communications Commission.

About 4½ years ago, Dr. Ray Lyman Wilbur, who was then Secretary of the Department of the Interior, appointed the Advisory Committee on Education by Radio to make a study of the uses of radio in education. This committee included such nationally known persons as President M. H. Aylesworth, of the National Broadcasting Co.; President W. S. Paley, of the Columbia Broadcasting System; Dr. John H. Finley, editor of the New York Times; Judge Ira E. Robinson, former chairman of the Federal Radio Commission; Dr. W. W. Charters, of Ohio State University; and

Dr. William John Cooper, who was then United States Commissioner of Education. The report of the Advisory Committee on Education by Radio was published in 1930.

In accordance with the recommendations of this advisory committee, a radio section was officially added to the United States Office of Education in September 1931. The following is a statement of the purpose of the Office of Education in regard to education by radio (Interior Department No. 57031, September 1931), which was prepared at that time and still serves to guide our radio activities:

The United States Office of Education is primarily an information center. It will—

1. Organize and maintain an informational service for all who are interested in the field of education by radio.

2. Keep the educational and governmental interests of the country posted and alive to the importance of this new educational device.

3. Initiate and assist with research studies of radio as an educational agency in regularly organized schools and for adult students.

4. Attempt to prevent conflicts and duplication of effort between various educational broadcasting interests.

5. On invitation of State departments of education, institutions of learning and national broadcasting chains, assist in setting up and evaluating broadcast programs of educational material.

From the foregoing statement it will be noted that this section of the Office of Education collects and diffuses information on educational uses of radio, conducts and encourages research and experimentation intended to extend and improve the use of radio in education, and serves generally as a national center of radio helpfulness among educators and broadcasters.

During the past 3 years the Radio Section of our Office has collaborated officially with the following national agencies outside the Federal Government:

1. The National Association of Broadcasters.

2. The National Committee on Education by Radio.

3. The National Advisory Council on Radio in Education.

4. The Association of College and University Broadcasting Stations.

5. The National Broadcasting Co.

6. The Columbia Broadcasting System.

7. The Institute on Education by Radio.

8. The Radio Manufacturers' Association.

9. The American Home Economics Association.

We have nothing but the highest commendation of the work of these organizations as they have cooperated with us in an effort to solve important problems.

Our Office has prepared, or collaborated in, the preparation of the following publications and reports:

1. An Appraisal of Radio Broadcasting in the Land-Grant Colleges and State Universities.

2. The Art of Teaching by Radio.

3. Radio in the Classroom—Outline and References.

4. Home Economics in Radio Programs.

5. Good References on Education by Radio.

6. University and College Courses in Radio.

7. Some Public Service Broadcasting.

8. References on Radio Control and Operation.

9. Radio-Sound Motion Picture Installations for Schools.

10. The Educational-Cultural Influence of Radio (in preparation).

11. Eighty-six articles and reports.

Beginning April 25, 1934, the Editorial Division of the Office of Education has broadcast a weekly program on education in the news over a coast-to-coast network of the National Broadcasting Co. every Wednesday from 6 to 6:15 p. m., eastern standard time. Also members of our staff have appeared from time to time on other radio programs.

We have done the best we could within the limits of our acquaintance in the field and with our limited personnel. Let me repeat that we sincerely believe that many of the problems in this field must be solved by cooperation rather than legislation, although legislation should keep pace with the advancement of the art. Continuous study and planned experimentation seem essential since educational agencies and broadcasting stations constantly need guidance and assistance. Some excellent research work is being done by agencies outside the Government. It is our opinion that your Commission and Congress should consider the desirability of extending radio program research and counsel to broadcasters and educators. If Congress sees fit to make ample provisions for more extensive study of these basic problems,

we shall be very happy to do our part, whether the direct responsibility is placed in our Office, on your Commission, or with some other Federal body, for we are anxious to hasten the day when this new instrumentality of enlightenment and entertainment—these tubes and coils and complicated mechanisms—will be put to work for education in its widest sense.

Apprentice Training

[Continued from page 76]

the period he will be worth more than the minimum wage. It is fair that the apprentice's wage start at not less than one-fourth of the current journeyman's wage; that it be advanced at regular intervals during the training period and that for the apprenticeship as a whole it average not less than 50 percent of the journeyman's wage.

VII. Standards of Apprentice Training

Certificates of exemption permitting the employment of apprentices at these wages will be granted by an agent of the State committee on apprentice training only if the employer enters into a written contract with the apprentice and agrees to the following:

1. The apprentice shall receive training for a stated number of years, not less than 1 nor more than 5.
2. The apprentice shall receive instruction in general and technical subjects for at least 144 hours per year.
3. The apprentice's hours of work and instruction, combined, shall not exceed 44 hours per week or the maximum hours fixed by the code for the industry.
4. The processes which apprentices are to learn and the actual wage scale must be stipulated in the apprentice's contract and approved by the State committee. Advisory committees, composed of employers and employees in the different trades and occupations, may be consulted by the State committee before these rules and regulations are put into effect.

VIII. What Persons Desiring to Become Apprentices Should Do

The establishment of the State committees, referred to above, is now being carried on rapidly. A number of these committees have already been appointed, and more will be named shortly.

Young men and women wishing to become apprentices should communicate with the State committees on apprentice training regarding their interest in this matter. If it is possible for young persons to make arrangements themselves with

employers for apprenticeship under the standards set up, it will aid them in getting started on a program of training. When such arrangements are made, the employer should communicate with the State committee regarding approval of the apprentice contract and the giving of a certificate exempting him from certain code provisions. If persons desiring apprenticeship are unable to make arrangements themselves, the State committee may be of assistance in this regard. The local branch of the United States Employment Office or the local school authorities should also be consulted regarding apprentice opportunities.

If State committees are not organized, the office of the Federal committee will be glad to keep on file the name of applicants and notify them when their State committees are formed.

IX. Procedure to Be Followed by Employers Desiring to Engage Apprentices

Employers wishing to engage apprentices may secure from their State committees on apprentice training copies of the model contract form and detailed information regarding all phases of the training program. Employers in States in which State committees have not been formed may secure this information from the office of the Federal Committee on Apprentice Training.

X. Information and Suggestions

The Federal committee, which may be addressed at the Department of Labor Building, Washington, D. C., will be glad to furnish any information regarding this program not given here. It will also welcome suggestions for the improvement of this plan for apprentice training.

To date (Dec. 13) committees on apprentice training have been appointed by the Secretary of Labor in the following States: Alabama, Arizona, Arkansas, California, Colorado, Delaware, Georgia, Iowa, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, New Hampshire, North Carolina, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, West Virginia, Wisconsin, and Wyoming.

As soon as the plans of procedure which these committees are to follow have been approved by the Secretary of Labor, the committees will be in a position to approve apprentice contracts and, on the basis of such approval, to issue certificates exempting from certain code provisions those employers who embark on a genuine apprentice training program.

To C. C. C. Educational Advisers



★ HAVING just finished my report on the C. C. C. educational program in the third enrollment period, I have thought much of your work, as I read your September reports and the more comprehensive reports of the

nine corps area educational supervisors.

What you have done makes some impressive totals for the third enrollment period. Note these figures:

A total of 133,156 enrollees were members of classes or groups that carried on sustained efforts at self-improvement. There were, of course, many others whose individual efforts were guided by you.

A total of 18,214 courses or classes met regularly to enable these enrollees to learn the subjects chosen.

A total of 8,848 persons, full-time and part-time, conducted these courses and in other ways helped to conduct this instructional effort.

A total of 1,427,977 books circulated reflects in part, at least, your efforts to stimulate enrollees to read.

A total of 672,675 interviews with enrollees gives some indication of the extent to which you are trying to help the individual to solve his personal problems.

Those figures give you some idea of the massive project in which we are engaged. You will recall that they are figures for the spring and summer months. Further, you will remember that in the third period there were migrations of camps, many side camps, huge turn-over of enrollees, and in some areas many forest fires. Nor can we ignore the fact that at the beginning of the third period only two-thirds of the authorized total number of camp advisers had been appointed.

The record of the fourth period in which we are now at work will be better, won't it? You have learned how to do your job, you have established yourselves in the confidence of your camp commanders, and you will have long evenings in which to conduct your program.

But to go back to the figures. They are impressive. But they do not adequately record the spirit of the C. C. C. educational program. Our job is to develop men. And you can't fully measure

Dean C. S. Marsh Presents Some Interesting Figures Reported by C. C. C. Camp Educational Advisers for Third Enrollment Period

that. Our handbook wisely does not prescribe any courses, nor does it mandate any methods. It does state our objectives. We are to use those methods and devices that enable us most effectively to develop the minds and the individualities of the enrollees. The center of our interest is not a course but a person, or a group, who may be made more aware of the meaning of what is going on in American life and its significance for the individual.

At a recent meeting of the Association of Urban Universities, held in Louisville, Ky., Dean Malcolm McLean, of the University of Minnesota, read a paper entitled "Experimental College at the University of Minnesota." Although Dean McLean's work is in the field of higher education, the emphasis that is placed on the individual, on the personal problems of the students, makes his remarks curiously applicable to the C. C. C. educational program.

"... we should try to train these hordes of our future citizens on a three-fold program:

"1. *Higher Sensitivity.*—That they may achieve a higher standard of living, not necessarily in terms of radios and cosmetics, but of intellectual stimulus, greater curiosity, and wider understanding and deeper appreciation of those fine elements of human living which come from the cultivation of emotion.

"2. *Better Adaptability.*—That they may achieve through heightened understanding and a wider horizon, a greater personal adaptability and power to react to change in social and economic living on the job, in the home, in wider ranges of activity.

"3. *Keener Responsibility.*—That they may awaken to their own responsibilities as members of a society, as neighbors and citizens, voters, and sharers in community developments."

In speaking of the curriculum, Dean McLean stated: "Our future housewives, garden variety of white-collar workers, our salesmen, artists, storekeepers, and voters have no need, either current or future, for a course in college algebra or scientific German, but they do need a wider comprehension of their own psychology and of others' behavior, richer understanding of their own and others' bodily processes, better knowledge of social, economic, political, and artistic processes that make of their world a lively and challenging problem instead of a miserable place in which to drag out a life."

★ New Commissioners

NINE new State commissioners and superintendents of public instruction, as well as one in Hawaii, will assume office as a result of the November elections, or otherwise, according to latest reports received by the United States Office of Education:

ALABAMA: J. A. Keller, State superintendent of education, Montgomery.

HAWAII: Owen E. Long, Honolulu.

ILLINOIS: John A. Wieland, State superintendent of public instruction, Springfield.

MINNESOTA: John Gunderson, Rockwell, St. Paul.

MISSOURI: Lloyd King, State superintendent of public schools, Jefferson City.

NEVADA: Chauncey W. Smith, State superintendent of public instruction and State director of vocational education, Carson City.

NEW MEXICO: H. R. Rodgers, State superintendent of public instruction, Santa Fe.

NORTH CAROLINA: Clyde A. Erwin, superintendent of public instruction, Raleigh.

WYOMING: Jack R. Gage, State superintendent of public instruction, Cheyenne.

Measurement Today

★

IN THE Cincinnati school survey the first, fifth, seventh, and tenth grades were tested in certain typical schools. General scholastic ability tests and an achievement-test battery were used. The main purpose in giving these tests was to get at the adjustment of the curriculum to the ability of individual pupils.

Incidentally the test results will be used in demonstrating a desirable testing program and for evaluating certain school practices.

★

Some new tests are: The *Unit Scales of Aptitude* for measuring ability to do school work—what we would have called an intelligence test if issued a few years ago. It consists of one division for grades 4 and 5, one for grades 6 and 7, one for grades 8 and 9, and another for grades 10 to 12. M. J. Van Wagenen is the author. The *Personal Index*—a group test of problem behavior tendencies in junior high school boys. The authors claim that it yields a degree of prediction of behavior difficulties comparable to that with which a good intelligence test forecasts achievement in school subjects. The test was developed by Graham C. Loofbourow and Noel Keys. Both published by the Educational Test Bureau, Minneapolis, Minn.

The *Emporia Silent Reading Test* for grades 3 to 8, the *Becker-Schrammel Plane Geometry Test*, the *Davis-Schrammel Elementary English Test* for the upper grades, and the *Fulmer-Schrammel Physics Test* have been developed at the Kansas State Teachers College, Emporia, under the direction of H. E. Schrammel. Published by the bureau of educational measurements, Kansas State Teachers College, Emporia, Kans.

The *Rinsland-Beck Natural Tests of English Usage* consist of tests covering (1) mechanics, (2) grammar, and (3) rhetoric for senior high school and entering college; the *Traxler Silent Reading Test* for grades 7 to 12 tests, rate and power of comprehension; and the *Drake Musical Memory Test*—a test of musical talent for youngsters over 8 years of age—are published by the Public School Publishing Co., Bloomington, Ill.

The *Progressive Achievement Tests—Elementary, intermediate, and advanced batteries* have been issued. There are two forms. The tests are designed to be diagnostic as well as survey in character.

These batteries cover the essential skills of the grades concerned. For instance, in the intermediate battery the main headings are, Reading Vocabulary, Reading Comprehension, Arithmetic Reasoning, Arithmetic Fundamentals, and Language. These tests complete the progressive achievement test battery. They were constructed by Willis W. Clark and Ernest W. Tiegs. The tests are issued by the Southern California School Book Depository, Hollywood, Calif.

★

In Behalf of Non-Readers is the title of a pamphlet by Harry J. Baker and Bernice Leland of Detroit schools just issued by the Public School Publishing Co. It contains descriptions of cases of pupils who completely fail to read with understanding. The descriptions give the diagnostic procedure and the prescription and results of remedial instruction.

Testing has become an accepted orthodox procedure in instruction. Witness some of the sections of the Riverside textbook on Supervision in the Secondary Schools, by H. R. Douglass and C. W. Boardman, as follows: Chapters X and XI, The Measurement of Teaching Efficiency; chapter XVI, The Use of Educational Tests and Measurements; and section 3 of chapter XVII, Diagnostic Testing and Remedial Instruction. Many of the other chapters emphasize the measurement approach to the various problems of supervision.

DAVID SEGEL

★ Looms as “Best Seller”

ALTHOUGH off the Government printing press only a little more than a month, one of the Office of Education publications

bids well to become a “best seller.” It is titled, “Some Educational Activities for the Young Child in the Home”, Pamphlet No. 51, price 5 cents.

By official count on November 16, when the 23-page illustrated pamphlet was only 42 days old, nearly half of the Superintendent of Documents’ first-edition sales stock had been sold. There were in circulation throughout the country on this date 4,405 copies of this interesting publication.

★ Seventy-Seven Thousand

THAT statement often made, that Government publications generally are not serviceable and frequently remain stacked high on Government Printing Office shelves, certainly does not apply to the 28 monographs reporting the national survey of secondary education, conducted under the auspices of the Federal Office of Education.

An official count, reported by the Superintendent of Documents, Government publication salesman, reveals 77,765 copies of the monographs sold up to November 5. The heavy demand for these survey reports has already sent the Government printing presses back to work many times.

“Best seller” of the monograph series to date is Instruction in English, No. 20, price 10 cents; copies sold, 6,276. Instruction in Science, Monograph No. 22, price 10 cents, ranks second in popularity. Sales of every monograph of the series top 1,500.

A free list of secondary survey monographs will be sent to you, upon request, from the Federal Office of Education, Washington, D. C. Cost of the complete set of 28 is \$5.05.

Subscription Blank

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SCHOOL LIFE

VOL. XX



NO. 4

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By the UNITED STATES DEPARTMENT OF THE
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DECEMBER 1934

PUBLIC FORUMS

Public forums must become an integral part of American education. The success of the forums administered by the Des Moines public-school system has demonstrated their essential values and their practicability as a segment of the service which may be rendered by public schools.

The Town Hall of Washington, organized within the past month, is another expression of the irresistible urge for understanding of vital public issues.

Forums are successful only when they make available to our citizens expert interpreters of the crucial problems of our day. They stimulate us as adults to do the kind of critical thinking that is indispensable to the operation of a democracy.

The Washington Town Hall brings together leaders with diverse points of view. With impartiality it aims to assist its members in threading their way through the maze of present-day social and economic intricacies to a choice based upon both social vision and adequate protection of individual freedom.

President Washington said in his farewell address, "Promote then as an object of primary importance institutions for the general diffusion of knowledge." President Roosevelt made a similar statement recently when he said "We need to have

meeting places for the discussion of public questions in the cities, hamlets, and on the farms throughout the length and breadth of the land."

The Des Moines Public Forums, which will be reviewed in greater detail in the January issue of SCHOOL LIFE, and the Town Hall of Washington lead the way to the achievement of the aspirations for democracy expressed by these two Presidents.

The span of years since 1887 has not dampened the ardor of the leadership of our Nation for the hope of realizing the Great American Dream. Let us as educators demonstrate our ability in giving practical reality to that hope.

JOHN W. STUDEBAKER

PRESIDENT'S PICTURE

Our President's photograph, inserted in this issue of SCHOOL LIFE, was sent to the Federal Office of Education by Mr. Roosevelt, at the request of Commissioner of Education, John W. Studebaker.

To meet the many requests which had come to the Office for a picture of our Chief Executive, it was first planned to reproduce the picture, inscribed to the pupils and teachers of the United States, on a page of December SCHOOL LIFE. After consultation with Government de-

signers and printers, however, it was decided to copy the photograph on a separate sheet of paper of better quality, suitable for framing. The Government Printing Office accordingly printed the splendid reproduction inserted in this number at no extra charge to subscribers.

DR. ELMER ELLSWORTH BROWN

Dr. Elmer Ellsworth Brown, fifth United States Commissioner of Education and retired chancellor of New York University, died November 3 in New York City. Dr. Brown, appointed Commissioner by President Theodore Roosevelt, succeeded William T. Harris. As Commissioner, Dr. Brown reorganized the Office of Education library, making it a specialized library. He also began the publication of the bulletins of the Office of Education. Before that the statistics and studies were all bound into the Commissioner's annual report. Dr. Brown's greatest contribution was probably in the direction of fostering uniform statistics in State and city school systems and institutions of higher education. Reliable comparative information on school operations available today dates from this pioneer effort, out of which also grew the present National Association of Public School Business Officials.

WHAT I LIKE BEST IN THE OUT-OF-DOORS

*I like to swim
In the summer months,
With the cool breeze blowing
Across the lake.*

*I like to dive
Off the high springboard
And go down, down, down
Into the water.*

*I like to fish,
In our gray rowboat,
To row past the big island
And get a big catch.*

*I like to hike
Through the deep forest;
To see hoot owls above
And feel the moss under my feet.*

*I like to ride
On my black and white horse,
To raise clouds of dust
As he canters along.*

*I like to bike
When the sun is low.
It's so lovely and quiet.
I make such fast time.*

BETTY HOFFMAN, Grade VI (11 years). Brookside School, Cranbrook,
Bloomfield Hills, Mich.

NOTE.—This poem is reprinted from The Stream, a yearbook devoted to the work of the pupils of the Brookside School, the poems, stories, illustrations, and advertising all being the work of children from kindergarten to sixth grade. Beautiful photographs of the buildings and groups of the children add to the charm of this volume.

Selected for SCHOOL LIFE by Nellie Sergent, Evander Childs High School, New York City.

President Roosevelt on Education

MANY letters have come to the Office of Education from teachers and pupils asking for a picture of the President for their school-rooms.

These requests prompted Commissioner John W. Studebaker to ask the President for a picture which could be reproduced for school use. A few days later a splendid photographic portrait came with the inscription:

"To the pupils and teachers of the United States.

"FRANKLIN D. ROOSEVELT."

The Office of Education had the photograph printed on the finest presses of the Government Printing Office. It is being sent out with this, the Christmas issue of *SCHOOL LIFE*.

In connection with this presentation, *SCHOOL LIFE* takes pleasure in offering the following symposium of President Roosevelt's statements on education.

In democracy, education holds the most promising potential solution of the social and economic problems for peaceful, gradual, intelligent evolution toward the goals which we must set up for the preservation of the ideals and the happiness of our citizenship. [6]

Although the effect of the present lack of adequate educational opportunities on our national life may not be noticeable today, the time may soon come when direful effects will be apparent. It is, therefore, the responsibility of every American to see that the great strides that we have made in education since colonial times shall not be lost; it is also his responsibility to see that the schools march forward, that the scope of education becomes such as to provide educational opportunities for every person from early childhood on into adult life. [5]

This crisis can be met, but not in a day or a year, and education is a vital factor in the meeting of it. [3]

With good business management and the doing away with extravagance and frills and the unnecessary elements of our educational practices, we must at the same time have the definite objective

★ A SYMPOSIUM of Public Statements Made by the President Which Are of Particular Interest to the School World

in every State and in every school district of restoring the useful functions of education at least in every school district of restoring the useful functions of education at least to their predepression level. [3]

As yet, all too small a percentage of the Negro children of our country, especially in its rural sections, enjoys adequate or equitable facilities for the education which is America's goal for every child. We have neither schools enough properly to accommodate the children who should be in attendance, nor educational offerings of the quality and variety adapted to their needs. [6]

One group that we need to consider especially are the many youths who are not in school and who are apparently drifting. [5]

I talked to you about the six or eight layers of Government that you lived under, Federal, State, county, and town, electric light district, and fire department district, etc., even sidewalk district, and I don't know how many other kinds of districts—and you were paying taxes in all of them. You know that and so do I. But we haven't done much yet along that line. We haven't done much to reorganize in our local government what you and I know to be an outworn system built up in the days of the oxcart and unchanged in the days of the automobile. [2]

It goes without saying that we should have enough teachers and not a large excess supply. It goes also without saying that the quality of our teaching in almost every State of which I have knowledge can be definitely and distinctly raised. [3]

The main point is that we need to make infinitely better the average education which the average child now receives. [3]

We need very definitely practical contacts between the collegiate and educational world and the operations of government. The development of our economic life requires the intelligent understanding of the hundreds of complicated elements of our society. [4]

We know that already many of the professions are oversupplied, and it is a fair guess that during the coming generation we shall devote more attention to educating our boys and girls for vocational pursuits which are just as honorable, just as respectable, and in many instances just as remunerative as are the professions themselves. [1]

Sources

THE numbers in brackets at the end of each quotation refer to the numbers below which indicate source of statement.

1. Radio address, on Proposals for Relief, October 13, 1932.
2. Address at Vassar College, August 25, 1933.
3. Radio address to Third Annual Women's Conference on Current Problems, October 13, 1933.
4. Address at Constitution Hall, March 3, 1934.
5. Message to Citizens' Conference on the Crisis in Education, April 5, 1934.
6. Message to National Conference on Fundamental Problems in the Education of Negroes, May 9, 1934.

Rural Education at its Best



The Dark Side

By Walter Gaumnitz



IT IS a favorite American boast that every child receives an equal opportunity to acquire an education. Let us pause and look at reality. Let me describe to you a rural school I recently visited. It is typical of what for many, many rural children is all the educational opportunity they will ever have.

Mile after mile, after leaving the county seat village, we coaxed a reluctant automobile over a winding road. So deeply had the ruts been worn into the loose sand that one could turn neither to the right nor to the left should he meet another vehicle. Finally we came upon a narrow clearing. There against a small thicket stood an unpainted shack which I was told was the community school. In front of the shack was a small patch of ground where the tramp of many feet had worn a grassless space. Three sides of the dilapidated building were flanked with waist-high weeds and brambles which seemed to resent intrusion upon their domain. Several hundred feet beyond straggling growths of brush and sand pines stretched away into what appeared to be a swamp.

Near the rear of the building stood a contraption which attracted my attention. Three forked sticks were joined at the top to form a tripod. These supported a small pulley and a rope, on the end of which was a tubelike bucket 3 feet long and about 4 inches in diameter. A hole in the ground nearby, slightly larger than the bucket, proved to be a well. The top of the metal encasing the well was almost flush with the ground. This constituted the school's water system.

About a hundred feet behind the main structure was an outbuilding with sagging

doors and several broken boards. It had been divided in the middle to form the two toilets. There was no evidence that any effort had been made since school had begun to keep them clean or sanitary.

As I approached the schoolhouse a startled gopher scurried toward a large hole in what had once been the building's foundation. In shape the structure resembled an ordinary box car. Loose weather boarding creaked lazily in the breeze.

The ridge of the roof dipped sharply toward the middle and here and there the ancient shingles had long since given up in despair. A rusty section of stovepipe protruded from a patch of tin near one corner. Wires radiating in several directions did their best to hold the section upright.

After stumbling over a partially broken stoop I entered the single-roomed school. Here I was greeted by a mixture of noxious odors from which the smells of the barn, of overworked air, and of rodents nesting under the floor could be clearly discerned. Two small windows on each side grudgingly admitted a dull light. A few broken panes afforded a modicum of ventilation. In one corner lay a pile of chips and firewood to which had been added the sweepings of several evenings. An ax leaning against the wall and broken floor boards testified to the fact that kindling was produced on the spot.

Save for some rough benches and homemade desks the room was bare. A little square of slated cloth served as a blackboard; there were an eraser and a few pieces of chalk. This completed the teaching equipment.

Two and three pupils languidly shared each of the few ragged books available. At the far end of the room was a cracked, unpolished stove. From it a pipe supported at intervals by knotted wires found its undulating way toward the far corner of the room. On shelves back of the stove was an array of dinner pails. Their vivid colors splotched with well-known trade marks of lard and tobacco companies constituted practically the entire evidence that this was modern America.

The teacher was a young girl teaching her first year. She had no education

America! Home of the free! opportunity! Opportunity! Anyone our schools knows that this is *not* the educational opportunity. To one States offers a rickety school, months by an untrained teacher; to fine community school, well-trained term, a good education. Here Mr Dr. Lathrop paint these two extremes

beyond the meager course afforded by a few years in the village high school. Seventeen children constituted her school. They ranged in age from 6-year-old Eddie, who was just beginning his educational career, to 17-year-old Alice, who had been 10 years in the school. Although she had attended every year for most of the 4 or 5 months that the school was in session, she had not progressed beyond the fifth grade. Indeed, she had no more months of schooling than the average city child gets by the time he is 12. The daily program had been divided into 5 grades and 18 class periods. In addition, the teacher was making heroic efforts to prepare Alice and a boy of 15 for the State examinations in order that they might attend high school in the village 8 miles away.

This is the dark picture of American education at its worst. The number of children whose educational opportunity is limited to this kind of a school is not large considering the whole school population. But for the individual child so limited it is a 100-percent limitation.

As a group our farm schools today constitute our chief educational problem. They are the "mired wheel" of our school system. Many students of farm problems have come to feel that the chief instrument for permanent farm relief is better education. They point out that uneducated the farmer loses out in his competition for existence with the highly trained city groups. Whether the truth of these claims be granted or not, America needs in the future to give much more serious thought to the improvement of its rural schools.

By F. S. Lathrop

MR. GAUMNITZ has painted a dark picture of education for farmers. My purpose is to disclose some "silver lining" on the horizon. I would like to retrace with you a trip I made to northern Maryland a year ago last spring. On my way I stopped at a roadside grocery to get directions. The friendly lady in charge said, "You will know when you come to Highland. It's the best farming community in this part of the State."

As I approached the center, I noticed a very attractive farmstead. A neat barberry hedge bordered the front lawn. Near the farm houses spruces, cedars, and junipers were banked. Mockorange with a profusion of snow-white bloom brightened the front corners. A privet hedge cut off the barnyard from the house. Other farmsteads along the road revealed similar careful arrangement of trees, shrubs, and flowers. The school building appeared to be modern and attractive, yet not costly.

Across the road in a smaller building, I found the teacher of vocational agriculture, E. C. Baity, who has taught in this community more than 20 years. I made arrangements with him to visit as many of his former students as I could in 2 days. These former students were pleased to tell me what they thought about vocational agriculture, their own progress in farming, and about Baity himself. One of them showed me a fine herd of Jerseys. He said, "Baity aroused my interest in dairy cattle. My father was doubtful at first but soon he became as enthusiastic as I was."

Another prominent citizen of the community said, "Baity gave me a new vision of farming as a life career."

The landscaped farmsteads are one of Baity's visible marks on the community. Each of his students plans the landscaping of his home farmstead, and most of these plans become realities. Go down the road in any direction from Highland and on nearly every farm you will find one of Baity's former students. It is just impossible to measure the work of this quiet, unassuming teacher in this Maryland community.



Not many teachers like Baity have served in the same community for 20 years. There are today, however, more than 5,000 teachers of vocational agriculture in approximately 5,000 communities helping more than 150,000 young men prepare themselves for farm careers. The work of these teachers constitutes a bright spot in the rural education picture.

I should like to take you next to the Uintah Valley in Utah. Somewhat isolated from the surrounding country, with almost no irrigation water in this year of drought, the village of Roosevelt is in one of the poorer school districts of the State. There is an agricultural department in the Roosevelt High School. The farm boys enrolled in this department have organized a local chapter of the Future Farmers of America, the national organization of boys studying vocational agriculture. These boys are farmers of the new school. They desire to work together, not separately. This chapter has an annual program of work consisting of activities which call for the maximum of cooperation and leadership on the part of every member. I cannot tell you of all the amazing accomplishments of this chapter. I can only mention a few of their community activities. They planted 200 Siberian elms on the school grounds and kept them watered until they were established. This summer these trees required industrious water-carrying. The boys distributed Russian-olive trees and petunia, aster, and tomato plants in the community; they built and distributed 91 bird houses. At Christmas time they provided food and clothing for the needy and hauled 10 loads of wood to widows and infirm people. They carried out a campaign to clean up school and church grounds. These activities are a small part of the program which won for them this year the national chapter contest conducted by the Future Farmers of America. (See above illustration.)

The chapter at the Roosevelt High School is one of 3,500. Imagine what this means to 3,500 farming communities.

Each chapter has a program of activities. The members are learning cooperation and leadership by engaging in these activities. The teacher is not the taskmaster; he suggests, encourages, and helps the boys achieve their aims. The education of these future farmers in cooperation and leadership is good farm relief. It is more than that; in these communities young men and young women will find their opportunity to live full and useful lives.

★ F. F. A. on radio

DURING the F. F. A. broadcast, given November 12, Jack Moseley and Robert Allen, members of F. F. A. chapters in Vidalia and Fairburn, Ga., presented brief biographical sketches of the late Senator Hoke Smith and Representative Dudley M. Hughes, sponsors of the Smith-Hughes Act. Copies of the dialogue presented by these boys are available from the Office of Education. Copies of the broadcast Education in the News for October 24, in which William Dow Boutwell, editor in chief of the Office of Education; Bobby Jones, of Radnor, Ohio, former president of the F. F. A.; and Jack Lundberg, of the Roosevelt, Utah, F. F. A. chapter, discussed the origin and development of the Future Farmers of America, are also available, as well as copies of the speeches broadcast in the F. F. A. public-speaking contest, from the Kansas City convention, October 23. Listen in on the next F. F. A. radio program, January 14.



Sales of the Classroom Height and Weight Record, published by the Office of Education, have passed 2,000,000. We know of Government documents that have been given away in larger numbers, but we know of none which citizens have purchased in such large numbers.

Educators' Bulletin Board



Meetings

AMERICAN ASSOCIATION FOR LABOR LEGISLATION. Chicago, Ill., December 26-29.

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. Pittsburgh, Pa., December 27-January 2, 1935.

AMERICAN ASSOCIATION OF SCHOOLS AND DEPARTMENTS OF JOURNALISM. Chicago, Ill., December 27-29.

AMERICAN ASSOCIATION OF SCHOOLS OF SOCIAL WORK (Chicago, Ill., December 26-29.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH Philadelphia, Pa., December 29.

AMERICAN ASSOCIATION OF TEACHERS OF GERMAN. Swarthmore, Pa., December 30.

AMERICAN ASSOCIATION OF TEACHERS OF JOURNALISM Chicago, Ill., December

AMERICAN ASSOCIATION OF UNIVERSITY INSTRUCTORS IN ACCOUNTING. Chicago, Ill., December 27 and 28.

AMERICAN CATHOLIC HISTORICAL ASSOCIATION. Washington, D. C., December 27-30.

AMERICAN CATHOLIC PHILOSOPHICAL ASSOCIATION. Chicago, Ill., December.

AMERICAN ECONOMIC ASSOCIATION. Chicago, Ill., December 26-29.

AMERICAN HISTORICAL ASSOCIATION. Washington, D. C., December 27-29.

AMERICAN NATURE STUDY SOCIETY. Pittsburgh, Pa., December 27-30.

AMERICAN PHILOLOGICAL ASSOCIATION. Toronto, Ontario, Canada, December 27-29.

AMERICAN SOCIETY FOR THE STUDY OF SPEECH DISORDERS. Chicago, Ill., December 27-29.

AMERICAN SOCIETY OF CIVIL ENGINEERS. New York, N. Y., January 16-19, 1935.

AMERICAN SOCIOLOGICAL SOCIETY. Chicago, Ill., December 26-29.

AMERICAN STATISTICAL ASSOCIATION. Chicago, Ill., December 26-28.

ASSOCIATION OF AMERICAN COLLEGES. Atlanta, Ga., January 17 and 18, 1935.

ASSOCIATION OF AMERICAN GEOGRAPHERS. Philadelphia, Pa., December 27-29.

ASSOCIATION OF AMERICAN LAW SCHOOLS. Chicago, Ill., December 27-29.

BOTANICAL SOCIETY OF AMERICA. Pittsburgh, Pa., December 27-29.

COLLEGE PHYSICAL EDUCATION ASSOCIATION. New York, N. Y., December 27 and 28.

COUNCIL OF CHURCH BOARDS OF EDUCATION. Atlanta, Ga., January 16, 1935.

EDUCATIONAL ASSOCIATION OF THE METHODIST EPISCOPAL CHURCH, SOUTH. Nashville, Tenn., December.

EDUCATIONAL RESEARCH ASSOCIATION OF NEW YORK STATE. Syracuse, December 26.

GEOLOGICAL SOCIETY OF AMERICA. Rochester, N. Y., December 27-29.

HIGH-SCHOOL PRINCIPALS ASSOCIATION OF MASSACHUSETTS. Boston, January 12, 1935.

ILLINOIS STATE TEACHERS ASSOCIATION. Springfield, December 26-28.

LINGUISTIC SOCIETY OF AMERICA. Philadelphia, Pa., December 29.

MATHEMATICAL ASSOCIATION OF AMERICA. Pittsburgh, Pa., December 29-January 1, 1935.

METHODIST EDUCATIONAL ASSOCIATION. Atlanta, Ga., January 14 and 15.

MODERN LANGUAGE ASSOCIATION OF AMERICA. Swarthmore, Pa., December 28-30.

MONTANA SCHOOL BOARDS ASSOCIATION. Helena, January 11 and 12.

MUSIC TEACHERS NATIONAL ASSOCIATION. Milwaukee, Wis., December 27-30.

NATIONAL ASSOCIATION OF BIBLICAL INSTRUCTORS IN AMERICAN COLLEGES AND SECONDARY SCHOOLS. New York, N. Y., December 26 and 27.

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC. Milwaukee, Wis., December 27-29.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION. New York, N. Y., December 28.

NATIONAL COMMERCIAL TEACHERS FEDERATION. Chicago, Ill., December 26-28.

NATIONAL COUNCIL OF GEOGRAPHY TEACHERS. Philadelphia, Pa., December 26 and 27.

NEW YORK ASSOCIATION OF ACADEMIC PRINCIPALS. Syracuse, December 27-29.

NEW YORK STATE ASSOCIATION OF ELEMENTARY SCHOOL TEACHERS. Syracuse, December 27-28.

OREGON STATE TEACHERS ASSOCIATION. Portland, December 27-29.

PENNSYLVANIA STATE EDUCATION ASSOCIATION. Harrisburg, December 26-28.

PRESBYTERIAN COLLEGE UNION. Atlanta, Ga., January 16, 1935.

SOUTHERN ASSOCIATION OF TEACHERS OF SPEECH. New Orleans, La., December 27-29.

STAMMERERS' ADVISORY GUILD. Chicago, Ill., December 27.

WESTERN SOCIETY OF DEPARTMENTS OF PHYSICAL EDUCATION FOR COLLEGE WOMEN. Asilomar, Calif., December 21-23.

Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan.

BEARD, BELLE B. Juvenile probation: an analysis of the case records of 500 children studied at the Judge Baker guidance clinic and placed on probation in the Juvenile court of Boston. Doctor's, 1934. Bryn Mawr. New York, American book co., 1934. 219 p.

BOSWORTH, FREDERICK L. A study of the possible carry-over from physical activities in school to adult life. Master's, 1934. Boston university. 88 p. ms.

CLARK, WESTON R. The status of guidance in the junior and senior high schools of Washington, D. C. Master's, 1934. George Washington university. 68 p. ms.

DAVIS, ELEANOR S. Home economics curricula in some of the leading colleges and universities in the United States. Master's, 1934. Boston university. 129 p. ms.

DAVIS, H. McVEY. The use of State high school examinations as an instrument for judging the work of teachers. Doctor's, 1933. Teachers college, Columbia university. 101 p.

DUFFY, GERTRUDE B. A diagnostic study of reading difficulties in a third grade. Master's, 1934. Boston university. 65 p. ms.

FERGUSON, ELIZABETH. A study of the instructional material used in the part-time continuation schools of Bay City, Flint, and Pontiac. Master's, 1933. University of Michigan. 88 p.

HAISTON, FRANK H. Rulings of the courts concerning pupil administration in the public schools. Doctor's 1934. New York university. 181 p. ms.

MERRIAM, THORNTON W. Relations between scholastic achievement in a school of social work and six factors in students' background. Doctor's, 1933. Teachers college, Columbia university. 135 p.

MONTGOMERY, C. B. Community uses of public school buildings in West Virginia. Master's, 1934. West Virginia university. 62 p. ms.

PERZ, JOHN R. Secondary education in Spain. Doctor's, 1934. Catholic university of America. 180 p.

PRUETT, HASKELL. School plant requirements for standardized elementary and accredited high schools. Doctor's, 1934. George Peabody college for teachers. 202 p.

RUTH A. GRAY

New Books and Pamphlets

Elementary Science

SCIENCE Guide for Elementary schools, published monthly except June and July by the California State Department of Education. Sacramento, Calif., 1934. \$1.25 per year, single copies 15 cents each.

Each issue will deal with a different subject in the field of science. v. 1, no. 1: Suggestions to teachers for the science program in elementary schools; no. 2: Pets and Their Care.

Arbor Day, Bird Day. Harrisburg, Pa., Commonwealth of Pennsylvania, Department of Public Instruction, 1934. 48 p. illus. (Bulletin 82.)

Significant facts relating to trees, birds, and flowers, with suggested Arbor Day and Bird Day activities.

Illinois Arbor and Bird Days ... comp. by Virginia Cottet Snider. Issued by Superintendent of Public Instruction. [Springfield, Ill.] 1934. 32 p. illus. (Circular no. 275.)

Contains contributions on nature study by public-school pupils in Illinois.

Correspondence Study

Preparation of Supervised Correspondence Courses, by Earl T. Platt and Ada Russell Gibson. Lincoln, University of Nebraska, 1934. 62 p. (University of Nebraska publication. Educational monograph no. 5.) 50 cents.

Presents and illustrates the methods found to be most satisfactory for the preparation of supervised correspondence study courses.

Report of a conference on supervised correspondence study, to formulate policies regarding its use as a practical means of enriching the curriculum of American secondary schools. Held at Columbia University August 8-10, 1934. Scranton, Pa., International Textbook Co., 1934. 66 p. 25 cents.

Presents the findings of the conference which brought together workers of different States to discuss the broader problems of the field.

Education of the Deaf

Fitting into a Silent World, the first six years of life, by Max F. Meyer. Columbia, Mo., University of Missouri, 1934. 106 p. (University of Missouri studies, v. 9, no. 2.) \$1.25.

Discusses the problem of educating the totally deaf child, deaf from birth.

Proceedings of the Fifteenth Annual Meeting of the American Federation of Organizations for the Hard of Hearing, 1934. Washington, D. C., 1934. 128 p. \$1.

Papers dealing with the education, guidance, and care of hard of hearing children; and the rehabilitation of adults.

A Brief History of the Education of the Deaf in the State of Arkansas, by Bessie Michaels Riggs. Little Rock, Ark., Printed at the Arkansas school for the deaf, 1934. 39 p. illus.

Records the progress of the education of the deaf in Arkansas from its beginning in 1850 to date

Hints on Health Education

Signs of Health in Childhood, by Hugh Chaplin and Edward A. Strecker. New York, American Child Health Association, 1934. 33 p. illus. 20 cents.

A point by point picture of the healthy child—signs of physical and mental health.

A Program of Eye Health in a School System, by Mary Emma Smith . . . New York, National Society for the Prevention of Blindness, 1934. 14 p. (Publication 143.) 10 cents.

A tentative outline for the guidance of school systems desiring a program of eye health. Includes a form for a special eye record for every child who is referred to an oculist for examination and an appraisal sheet for use in studying the factors in the classroom environment that affect eye health.

Leisure Interests

Leisure League of America, 30 Rockefeller Plaza, New York, is publishing a series of Little Books on leisure time interests. 25 cents each.

The titles include: Getting acquainted with your children; What to do about your invention; Tropical fish; Photography for fun; Quilting; Music for everybody; Stamp collecting.

Home Play in Rural Areas, a program outline for rural parent-teacher associations, prepared by Wm. McKinley Robinson. Washington, D. C., National Congress of Parents and Teachers, 1934. 12 p. 5 cents.

A suggestive outline for rural communities.

SUSAN O. FUTTERER



Willard Earl Givens

THE Office of Education extends its congratulations to Willard Earl Givens, superintendent of schools, Oakland, Calif., who has accepted the position of secretary of the National Education Association. Mr. Givens succeeds Mr. J. W. Crabtree, who retires. He will take the helm of the organization brilliantly expanded under Mr. Crabtree's guidance from a few thousand to more than 200,000 members. Mr. Givens knows education from many points of view, having been rural school and high-school teacher, high school principal, superintendent of instruction in Hawaii, and superintendent of schools in San Diego and since 1928 in Oakland, Calif. Home visits by teachers is one of Mr. Givens' pet enthusiasms. At the Chicago convention of the N. E. A. last year he made one of the outstanding speeches defending the rights of teachers as citizens. The new N. E. A. secretary

is 48 years old. He was born in Anderson, Ind., studied at Butler College, received his A. B. from Indiana University and his masters degree from Columbia. In 1916 he received a diploma from Union Theological Seminary. Mr. Givens is married and has two sons. During the World War he was an instructor in the Naval Officers' Training School at Mare Island.

On coming to Washington Mr. Givens will find himself in charge of the excellent headquarters of the N. E. A. with its well-developed research staff, publication and publicity departments and other services. N. E. A. headquarters has become the "education" building of Washington housing as it does the headquarters of the National Congress of Parents and Teachers, the Association for Childhood Education, the National Committee on Education by Radio, Allied Youth, World Federation of Education Associations, and National Association of Deans of Women as well as special services for some of the departments of the N. E. A.

★ Trachoma School

INDIANS on the Fort Apache Reservation in Arizona voted for a school, subscribed \$20,000 for its upkeep, and now they have it. The school, located in the former Indian Service Theodore Roosevelt Boarding School, will be given over largely to intensive treatment and close observation of Indian children suffering from trachoma, an eye ailment to which Indians have long been susceptible. Other schools of this type will be opened in other Indian communities where trachoma is a menace, it was announced by Commissioner of Indian Affairs, John Collier. Dr. J. C. Hancock is supervisor of the school.

Trend of American Education Week editorials: We are proud of our schools. They deserve support by citizens.

At its Washington meeting the National Council on Schoolhouse Planning named a special committee to cooperate with the Office of Education and other Federal agencies on problems of school construction. W. F. Credle, North Carolina, was named chairman. Other members are J. W. Brooker, Kentucky; A. B. Moehlman, Michigan; and H. L. Halsey, New York City. Mr. Halsey was elected president, and Ray Ilamon, Peabody College, acting secretary. Will Bruce, editor, School Board Journal, was elected honorary secretary for life.

Helps for Teachers

POSTERS, pictures, films, charts, pamphlets, books, records, study outlines, and other materials for classroom use, for the school bulletin board, for exhibits, for teachers' meetings and institutes, and for work with parents, are available from a number of organizations. That classroom teachers and supervisors may know where to secure these references and supplementary teaching materials, this revised directory of materials available from noncommercial organizations has been compiled by the Office of Education.

Complete lists of publications may be obtained by applying directly to the organizations listed. The materials range from illustrated descriptions of wood trails from the American Museum of Natural History and design plates of Indian symbols, bead work, basketry, etc., from the Woodcraft League of America to sugges-

★ PICTURES, Posters, Bulletins, and Other Materials Available from Non-Commercial Organizations — A Revised Compilation by Mary Dabney Davis

tions for handling behavior problems of school children from the National Committee for Mental Hygiene, and study outlines on child development from the American Association of University Women. It includes color plates of birds from the American Nature Association and the National Association of Audubon Societies; and graded lists of children's books from the American Library Association.

Helpful material is also available from the National, State, and local offices of many civic and welfare organizations. Teaching materials are also issued by

many universities and teachers colleges. These include the rural school leaflets from Cornell University which deal with natural science and cover such topics as *The Sky at Night*, and *In the Woods in Winter*; the Cornell bulletins for home makers on food and clothing for the preschool child and programs for child study clubs; the leaflets on child development from the University of Iowa; and the series of bulletins on school procedures from the Cooperative School for Student Teachers in New York City. The Thirteenth Yearbook of the Department of

Name of organization or agency	Periodical	Books for children	Diagrams, posters, maps, films, slides, etc.	Bulletins, leaflets and outlines	Pictures and exhibits for classroom use	Directions for plays, games, pageants, etc.	Individual record cards, diaries, tests, etc.	Directions for hand-work	Lists of books for children	Lists of books for adults
American Association of University Women, 1634 Eye St. NW., Washington, D. C.	C			C		C			C	F&C
American Association to Promote the Teaching of Speech to the Deaf, 1537 35th St. NW., Washington, D. C.	C			F&C			C		F&C	F&C
American Child Health Association, 50 West 50th St., New York, N. Y.	C	C	C	C		C	C		F	F
American Federation of Arts, Barr Building, Washington, D. C.	C			C	C					C
American Federation of Organizations for Hard of Hearing, Inc., 1537 35th St. NW., Washington, D. C.				F&C						F
American Forestry Association, 1713 K St. NW., Washington, D. C.	C			C		C				
American Foundation for the Blind, 125 East 46th St., New York, N. Y.				F&C						
American Geographical Society, Broadway at 156th St., New York, N. Y.	C			F&C						
American Home Economics Association, 620 Mills Building, Washington, D. C.										C
American Humane Education Society, 180 Longwood Ave., Boston, Mass.	C	C	C	F		C			F	F
American Junior Red Cross, Washington, D. C.				C	C					
American Library Association, 520 North Michigan Ave., Chicago, Ill.	C								C	C
American Medical Association, 535 North Dearborn St., Chicago, Ill.		C	C	C	C	C				F
American Museum of Natural History, 77th St. and Central Park West, New York, N. Y.			F	F&C						
American National Red Cross, American Red Cross, Washington, D. C.				F&C						F&C
American Nature Association, 1214 16th St. NW., Washington, D. C.	C			F&C	C					
American Social Hygiene Association, 50 West 50th St., New York, N. Y.				F&C						F
American Tree Association, 1214 16th St. NW., Washington, D. C.				F						
Association for Childhood Education, 1201 16th St. NW., Washington, D. C.	C			F&C					C	
Big Brother and Big Sister Federation, Inc., 425 4th Ave., New York, N. Y.				F&C			C			F
Boy Scouts of America, 2 Park Ave., New York, N. Y.	C	C				C	C	C		
Camp Fire Girls, 41 Union Square, New York, N. Y.						C				
Child Study Association of America, 221 West 57th St., New York, N. Y.	C			C					C	C
Child Welfare Committee of America, Inc., 1 East 104th St., New York, N. Y.				F						

[Continued on page 89]

Name of organization or agency	Periodical	Book-lets for children	Diagrams, posters, maps, films, slides, etc.	Bulletins, leaflets, and outlines	Pictures and exhibits for classroom use	Directions for plays, games, pageants, etc.	Individual record cards, diaries, tests, etc.	Directions for hand-work	Lists of hooks for children	Lists of hooks for adults
Child Welfare League of America, Inc., 130 East 22d St., New York, N. Y.	C			C			C			C
Elizabeth McCormick Memorial Fund, 848 North Dearborn St., Chicago, Ill.			C	C	C		C			
Leisure League of America, 30 Rockefeller Plaza, New York, N. Y.				C						
National Association of Audubon Societies, 1775 Broadway, New York, N. Y.	C	C	C		C				F	F
National Association for Nursery Education, 147 Ruggles St., Boston, Mass.				C						C
National Child Welfare Association, 70 5th Ave., New York, N. Y.		C	C	C	C	C				
National Committee for Mental Hygiene, 50 West 50th St., New York, N. Y.				C						C
National Congress of Parents and Teachers, 1201 16th St. N.W., Washington, D. C.	C			C						
National Council for Prevention of War, 532 17th St. N.W., Washington, D. C.		C	C	C	C	C	F	C	F	F
National Education Association, 1201 16th St. N.W., Washington, D. C.	C			C					F	F
National Federation of Day Nurseries, 122 East 22d St., New York, N. Y.				C			C			
National Geographic Society, 16th and M Sts. N.W., Washington, D. C.	C		C	C	C					
National Organization for Public Health Nursing, 50 West 50th St., New York, N. Y.	C			C			C			C
National Probation Association, 50 West 50th St., New York, N. Y.	C			F&C						F
National Recreation Association, 315 4th Ave., New York, N. Y.	C			F&C		F&C		F&C		C
National Safety Council, 1 Park Ave., New York, N. Y.	C	C	C	C	C	C	C		F	F
National Society for the Prevention of Blindness, 50 West 50th St., New York, N. Y.	C	C	F&C	F&C			C			
Pathfinders of America, Inc., 314 Lincoln Building, Detroit, Mich.	C			C					C	C
Progressive Education Association, 716 Jackson Pl. N.W., Washington, D. C.	C			C					F	F
The Woodcraft League of America, Inc., 1043 Grand Central Terminal Building, New York, N. Y.		C		F&C					F&C	F
Wild Flower Preservation Society, Inc., 3740 Oliver St. N.W., Washington, D. C.		C	C		C	C			C	C

Elementary School Principals of the N. E. A. deals entirely with teaching aids.

The Federal Office of Education and other Government agencies publish useful school material which is listed frequently in SCHOOL LIFE, the official journal of the Office issued each month.

Material indicated in this list which is obtainable free of charge is designated by F; that for which there is a charge, by C. In some instances, single copies of bulletins are free, while for a quantity a charge is made. In many instances a special price is offered for teachers.

Additional copies of this chart are available free from the Federal Office of Education, Washington, D. C.

Since Last We Met

[Continued from page 73]

The Pic, a new rotogravure "national interscholastic review" supplement for insertion in high-school papers, makes its bow. It is published in collaboration with Columbia Scholastic Press Association and the National Scholastic Press Association, says its front page.

How many high-school papers are there we asked. About 10,000, is the answer. A few daily; most are mimeographed.

Sixty percent of the C. C. C. camps have started papers; transient camps have them, too.

The National Association of Student Editors recently sponsored by the N. E. A. seems to strike a responsive chord. Memberships are reported coming in at the rate of 50 per day. C. C. Harvey, a young teacher from West Virginia, is the guiding genius of this new venture.

An enlarged and ambitious magazine embracing all the educational interests from nursery schools to graduate schools in the Capital has been launched by the District of Columbia Education Association. Miss M. Margaret Stroh, of Wilson Teachers College, is editor.

Well, we suppose you read Schoolhouse in the Foothills, that ran in three recent issues of the Saturday Evening Post. A forest ranger we know felt so sorry for the struggling teacher in that impoverished school that he sent some books to the publishers to be forwarded to the teacher. A few stories like that might prompt the people of the United States to do something about the national problem of our educationally starving children.

Elections may have occupied the front page, but American Education Week took the other pages during the week beginning November 5, if a snowstorm of clippings received in the Office of Education is an indication. Staff members of the Office, by the way, were on the air on national hook-ups four times in 24 hours in American Education Week.

The Office of Education was honored by a visit from Mrs. Roosevelt recently. She took part in a conference on exceptional children. "It costs less to educate than not to educate", she said, emphasizing that the task of education is to educate the community of its needs and the benefits of education. "Our fundamental conception of what we should do for children through education has been wrong", Mrs. Roosevelt said. "It ought to be not to give every child the same type of education, but to find out as early as we can in their education what it is that every child responds to and what lines he should follow. I think then we would probably do a much better job than we are doing today."

There are other evidences that textbook writers are shaving off their Vandykes and casting an eye toward Ernest Hemingway, Walt Disney, and Will Rogers.

The VOCATIONAL Summary



Home Economics • Agriculture

Rehabilitation

Trade and Industry

THOSE who failed to hear the radio-broadcast on vocational education—part of the American Education Week program—November 6, will be interested in a statement made during that broadcast by Mr. Frank Cushman, chief of the trade and industrial education service of the Federal Office of Education. Here it is:

"I may say that this country is emerging from the stage of development in which we have not been very greatly concerned with efficiency and passing into the stage where efficiency is becoming increasingly important. Economic and social progress in this country depends more and more upon the degree to which individuals can support themselves and their dependents according to a desirable standard of living. To do that they will have to be able to do a first-class job in their lines of work. Vocational education is an agency which undertakes to train them to do that. Since it is an essential field of education, it should be more generally available. To turn out from our public-school system thousands upon thousands of graduates who are unemployable because they have had no training for any jobs that are available is certain to retard the economic and social progress of this or any other country. The other angle to this problem has to do with providing adequate vocational-training opportunities for adults both employed and unemployed, so that the person who has a job may keep up to date concerning it, while at the same time the unemployed person may have an opportunity to im-

prove his prospects for holding a job when he gets his opportunity to work."

Mechanics to doctors

One hundred and eighty-six vocations were undertaken by the 588 handicapped persons rehabilitated under the program conducted by the Ohio Bureau of Vocational Rehabilitation last year. Among others, positions were found for these persons as accountants, insurance and publicity agents, artists, gas-station attendants, bakers, barbers, chair caners, clerks, engravers, estimators, designers, foremen, farmers, jewelers, manicurists, milliners, secretaries, painters, photographers, hairdressers, mechanics, printers, salesmen, shoe repairmen, proofreaders, teachers, seamstresses, waiters, welders, woodworkers, upholsterers, tailors, doctors, servicemen, gardeners, solicitors, inspectors, merchants, and osteopaths.

Agriculture in Ohio

More requests have been made in Ohio for vocational agriculture departments in rural high schools in the past year than in any other year since vocational education was started in that State. This is the news contained in the annual report of the Ohio Department of Education. "An appreciable number of schools," the report states, "have made repeated requests for agricultural departments for the past 3 or 4 years. Evidently the programs conducted by teachers over the State have sold the work to neighboring communities, as very little promotion has

been done by the office of the State supervisor of agriculture, because of the lack of funds. A number of new departments will be added in 1934-35 as a result of the increase in Federal funds. If an adequate program of State support for schools is provided the growth of vocational agriculture in the next few years should be almost unlimited."

The Ohio report notes that the number of day-school students carrying supervised farm practice projects in connection with their classroom work increased in the State from 4,785 in 1928 to 4,988 in 1934, and that the labor income from these projects increased from \$298,940 to \$314,067. In the same period enrollment in all types of agricultural classes increased from 8,432 to 11,512.

Firemen cooperate

So favorably impressed is the State Firemen's Association of Oklahoma with the schools for city fire department members carried on in the past year in the State, that it has agreed to furnish a truck and equipment to be used by an instructor in this field. Present plans of the Oklahoma Department of Education call for the holding of weekly fire schools in approximately 40 different towns this year. Special attention was given to the schools for firemen during the past year. They were established at seven different points in the State, and the employees of every fire department within the State boundaries were given an opportunity to attend one of them. Besides general training in the actual operations of handling and operating fire-fighting equipment, these schools give instruction in the technical aspects of fire fighting. This includes instruction in the chemistry of fire fighting, the ventilation of fires, and salvaging of property. Bulletin 155, issued in 1931 by the Federal Board for Vocational Education, now the Vocational Division of the Office of Education, contains an analysis of the fireman's job, with suggestions as to the organization and operation of training programs for fire fighters.

Teachers to get help

Dr. L. S. Jackson, of the teacher training division, Ohio State University, arrived in Washington November 16 to cooperate with the Agricultural Adjustment Administration and the Office of Education in the preparation of material to be used by vocational agriculture teachers and county agricultural agents throughout the country in informing farmers concerning the corn-hog production control program for 1934 and 1935.

While in Washington, Dr. Jackson, who will have office room in the Agricultural Adjustment Administration, will work with James H. Pearson, specialist in part-time and evening schools in the Office of Education, in the preparation of this material. Similar instruction material will be prepared, also, for use by teachers and county agricultural agents in disseminating information on the wheat and other agricultural commodity programs of the Adjustment Administration.

Cooperation with P. T. A.

Home economics teachers have been devoting considerable attention in several States during the past year to cooperation in child- and parent-education programs of parent-teacher associations. In Oklahoma the State supervisor of vocational home economics, with the help of home-economics teachers, conducted a round table and demonstration on "Recreation in the Home", at the general session of the Oklahoma Congress of Parents and Teachers. Resident and itinerant teachers have assisted district, county, and local parent-teacher units, with programs for study groups. In Louisiana teachers cooperated with college and high-school home-economics departments, educators, and parent-teacher associations in arranging fall and spring conferences for training leaders in parent education and for studying special problems in teaching high-school students the essentials of family relationships and child guidance. About 650 people were reached in Louisiana through parent education promotion meetings carried on by State, district, and local parent-teacher organizations and representatives of the National Congress of Parents and Teachers with the assistance of the State supervisor of home-economics education. Out of these meetings grew 61 study groups with an enrollment of approximately 1,500 parents.

Policemen go to school

Policemen are going to school. Short courses in "police science" are already being offered in the teacher-training departments of several universities. Inaugurated several years ago in many of the larger municipalities, vocational schools for police officers are spreading rapidly to the smaller cities. An interesting outline of the subjects discussed in a police school in Waco, Tex., under the direction of E. L. Williams, of the depart-

ment of industrial education, Texas Agricultural and Mechanical College, is contained in a report from the State department of education. Under the heading of "responsibilities" the report shows, police students study such matters as law violations, investigation of new buildings for permits, courtesy to the public, types of information desired by the public, protection of school children, old people, and the blind, court witnessing, obedience to orders, handling crowds, first aid, criminal and penal codes, collecting and giving evidence, reporting dangerous streets and sidewalks, watching fire hazards, handling traffic problems, and handling "wild" parties in homes, cafes, and other places. They study also cooperation with city health, fire, water, tax collection, sanitary, educational and other departments, and with the Red Cross, Community Chest, and Federal and State departments. Under the heads of crime prevention, investigation, auto accident causes,

wardrobe, planning, preparing and packing school lunches, use of leisure and family recreation, management of money, handicraft, planning and making Christmas gifts, child nutrition, and home nursing.

Home-help problems

Domestic help would get a better deal if the "advisory-committee-on-home-employment" plan followed in several Wisconsin schools last year were more universally adopted. Under this plan committees composed of homemakers who had employed maids and of faculty members who teach home-employment units met regularly and discussed employer-employee problems. Their conclusions were used in determining the best content to include in these home-employment units.

New publications

[Order from the Superintendent of Documents, Washington, D. C.]

The Development of Social Intelligence Through Part-Time Education, Bulletin 173, Price 10 cents.

A study made for the Committee on Part-time Education of the American Vocational Association, showing the extent to which part-time programs have contributed to the development of the social intelligence of wage-earning boys and girls.

Analysis of the Operative Jobs of a Corn-Growing Enterprise, Bulletin 118, Price 5 cents.

Type study of the operative training content for a corn-growing enterprise in Maryland.

Manual for Case Workers, Bulletin 175, Price 10 cents.

A handbook of instructions, policies, and procedures for the guidance of supervisors and agents of vocational rehabilitation.

Vocational Education and Changing Conditions, Bulletin 174, Price 15 cents.

An analysis of changing economic and social conditions and their effect upon vocational education.

The Home Project in Homemaking Education, Bulletin No. 170, Price 15 cents.

Place, function, and value of the home project in the vocational program.



Highlights of the annual American Vocational Association convention recently held in Pittsburgh will be reported in January SCHOOL LIFE.

CHARLES M. ARTHUR



Former chauffeur, injured in accident, rehabilitated into successful real estate operator.

police qualifications, and others, policemen students in Waco study literally hundreds of subjects, guaranteed to increase their efficiency and their value as public guardians. The day when almost any one who would take the job could qualify as a police officer has passed. Our policemen these days are for the most part picked men. Their training has become a public responsibility.

Twenty-eight

Twenty-eight types of home projects carried on by homemaking students in the State of Washington last year are listed in the annual report of the State department of education. Among these projects are the following: Sewing, meal planning and preparation, general housework, gardening, room improvement, care and repair of clothing, cooking, child care, self-improvement, planning and purchasing a

The Great Rift in Education

TWO billion human beings inhabit this earth. Two billion human brains are receiving stimuli through eye and ear and nose and mouth and finger tips and responding to those stimuli by human action, courageous, forceful and intelligent, cowardly, weak and vacillating, effective or ineffective, as the case may be. Among grown folk the kind of action depends mainly on the training the particular human being had while it was growing to maturity. Reduced to its plainest reason, the adult man animal trains his young because the instincts of self- and racial-preservation drive him to it.

In the simpler ways of living, the young learn from their fathers and mothers and other people of the group into which they are born, those things that help to avoid maiming or death. In complicated societies where folk are crowded closely together and must depend more each on the other, the young are driven into small or large groups and trained by adults who are supposed to know what the youth need to know and how best they can learn it.

Centuries ago shrewd men saw how they, by using one or another kind of training on the young, could determine the actions of the adults. What a vista that opened of the way for the shrewd to preserve themselves and theirs, and to destroy others that might be a threat to such preservation! But also centuries ago, wise men saw that such an infinite force could be used to all but annihilate mankind, and set themselves for the principle that youth ought to grow into adults with good bodies and minds free to reason, free to respond to each day's changing stimuli, courageously, forcefully, and intelligently.

These two ideas and ideals of human training, opposed as they must be by their very natures, mark now a great, perhaps the greatest and broadest schism in the art and the science of education. Many nations are using the one; many, the other; and the line of separation is fairly distinct.

Throughout the British commonwealth of nations the ideal of good bodies and free minds prevails. "The business of the school is to make good human beings",

★ NATIONS Are Taking Sides on "the Broadest Schism in Education", Says Dr. James F. Abel, Foreign Education Specialist in the Office of Education

and "education must be regarded as a group of activities by which powers are exercised, and curiosity aroused, satisfied, and again aroused", wrote the consultative committee in one of its reports to the Board of Education of England and Wales. Only a short time ago, October of this year, Mr. Ramsay MacDonald sent a message to the Schoolmaster and Woman Teacher's Chronicle in which he said:

The great service which teachers on their part can render is not to inculcate conclusions of a propagandist type, but so to train the intelligence and character of their pupils as to endow them with the power to exercise sound judgment upon historical facts and present-day problems.

And another English writer says:

The schools' purpose is to provide the best environment and the most adequate equipment for the physical, intellectual, and moral development of the children. The teacher is not a mechanic. His function more nearly approximates to that of the gardener, whose duty it is to provide the right conditions to ensure healthy growth, so that the plant may add to the beauty or the wealth of the universe.

The British Commonwealth has within its direct influence nearly one-fourth of the 2 billions of mankind and indirectly the force of its example is felt by many other millions. It has strongholds of culture in every continent; its ideals of human training reach into the most complicated of social set-ups and to the simplest of pastoral communities. Its leaders see or think they see that those ideals are the kind that will best preserve the English people and the peoples associated with them. They base their belief on the history of the world at large and the broad experience of the Commonwealth.

Each of the Scandinavian countries and of the smaller nations along the east side of the Baltic Sea is intensely individualistic and has the keenest pride in its language and traditions, but no one of them uses a propaganda type of education. Poland has a long, long history of desperate struggles to maintain freedom

in its thinking and human training; naturally the people of the Republic delight in and use the freedom they have earned. Much the same is true of Czechoslovakia and the other countries of eastern and southeastern Europe.

The Latin American countries are not by any means reaching all their citizens with public schemes for training, but they are making good headway in that direction and in some respects may be holding almost too closely to a standard of general culture.

China is so large, is changing so rapidly, and is so unsettled that neither of the two principles about which we are writing is plainly the controlling one. Chu-Sam Tsang wrote in 1933 about nationalism in school education in China since the opening of the twentieth century and in his writing shows the ways in which the national authority has used the schools to attain its ends. He draws as one conclusion:

But if it is correct to take the position that education is to improve life and that the education of the nation should be instrumentalized to the fullest extent for the reconstruction of the life of all the people, it seems more proper to let national policies of education be directed by statesmen rather than by the educational professionalists, the educational syndicate, or the so-called "educational experts". Of course, the ideal situation would be for the statesmen to be at the same time educators, and for the educators to be statesmen. But when such a happy state does not exist, it seems that the educators should work out the program under the guidance of statesmanship.

The Governments of the Soviet Union, Italy, and later Germany have deliberately taken control of education and are using it as an instrument to direct youth into the lines of thinking that the political authorities wish to prevail. "What is meant by national culture under proletarian dictatorship?", asks Stalin, and replies to his own question, "A culture that is socialist in content and national in form, which has for its purpose to educate the masses in the spirit of international-

ism and to strengthen the proletarian dictatorship."

Giovanni Gentile, in planning the changes which he made in the schools of Italy, changes that brought them much more closely under the control of the Government, said:

A school without an ethical and a religious content is an absurdity. The school is not the form and means of the elevation of the mind; but it is precisely that elevation itself; it is the formation of men and consciences. There is no conscience that has a form indifferent to its own content and to its own faith. Every faith is sacred; but it must be a faith. The Italian school, which the State, the supreme conscience of the Italian people, must maintain with serious determination and a firm understanding of its own duty, must be a human school for its universal faith; but also, it must always be an Italian school for its national faith.

Just how far the Nazis are using education in Germany for their own purposes is not yet clear. They have set up a National Ministry of Education—the first Germany has had—have limited the number of women who may attend the universities; and are favoring textbooks in history and geography that emphasize the worth of the Aryan races.

Our Future Farmers

[Continued from page 77]

honor? He must have followed a guided and steadily expanding program of farming—dirt farming. He must have earned \$500. He must have invested his earnings wisely in the expansion of farm activities. He must stand well in all high-school studies. He must be a boy who is planning to make farming his life's work. He must be able to conduct a meeting and lead a discussion group. He must have shown a capacity for working with others. Fifty-eight boys measured up to this mark. They are not worried about the future of farming.

Winner of the national contest for outstanding group achievement was the Toyack chapter of Roosevelt, Utah. Reference to their work during the past year appears in the article *Rural Education at Its Best and at Its Worst* in this issue.

The high point of the convention came on Tuesday night in the arena of the American Royal Livestock Show. With the F. F. A. band from Utah leading, the Future Farmers marched in, filling the tanbark ring. Thousands of persons packed the grandstands. Facing a fenced-in space in the middle of the tanbark ring were the 58 boys elected to the American-farmer degree. One of them had already been selected as the star farmer of America. But no one knew which boy.



Paul Astleford.

It was a very tense moment as Mr. Ray Fife, president of the American Vocational Association, made the announcement they were waiting for. Paul Astleford, of Newberg, Oreg., had been selected as the star farmer of America. He stepped forward out of ranks to receive his medal and a

check for \$500 presented by the Weekly *Kansas City Star*. Photographers' flashlights flashed. Paul's fellow F. F. A. members cheered, and grandstands applauded to the echo.

Paul Astleford, the son of a Quaker preacher in Newberg, Oreg., knew nothing of farming 4 years ago. Today he owns 29 acres purchased out of his earnings on his farm projects—three cows, purebred hogs, and bees. Paul gets up at 4 o'clock every morning to milk his cows and deliver milk to his milk route. By 8 o'clock he is in class at Pacific College. He runs the farm and goes to college, too.

SCHOOL LIFE, in an early issue, will tell the story of the genesis and growth of the Future Farmers of America.

Electrifying Education



The Harvard film service, biological laboratories, Harvard University, Cambridge, Mass., has been established to rent and sell copies of the films produced by the University Film Foundation and other films owned by the university. A free catalog may be secured by addressing Mr. Harold J. Coolidge, director, at the address above.

It is estimated that more than 20,000 legal-size pages will be required to record the general hearings before the Federal Communications Commission to determine whether the Commission will recommend to Congress that it, by statute, allocate a fixed percentage of broadcast facilities for educational and other non-profit service.

Free copies of a list of References on Radio Control and Operation may be obtained from the Federal Office of Education.

A good list of films, slides, and other visual aids is included in a handbook entitled *Materials of Instruction Which May Be Obtained Free or at Small Cost*. This handbook may be purchased for 75 cents from the compiler, Mrs. Edna Richmond, Fairmont State Teachers College, Fairmont, W. Va.

The Pennsylvania State Council on Education has approved the following resolution: "RESOLVED, That all applicants for *permanent* teaching certificates on and after September 1, 1935, shall be required to present evidence of having completed an approved course in visual and sensory techniques."

Lists of institutions offering approved courses in this specific field are available through the teacher division of the Pennsylvania Department of Public Instruction, Harrisburg, Pa.

The September 1934 issue of the Maine State School Bulletin, the official publication of the Maine State Department of Education, lists *Radio as a Cultural Agency* (National Committee on Education by Radio, Washington, D. C., 1934. 150 p.) as 1 of 7 books suggested for teachers' professional reading.

The departments of physical education and educational psychology of the University of Texas plan to make their own motion pictures as means of modernizing their teaching methods.

CLINE M. KOON

The Colleges

THE Land-Grant Colleges.—When the Association of Land-grant Colleges and Universities met, November 19–21, the Office of Education's preliminary report for 1933–34 was distributed. This circular (no. 136) with detailed statistics is free upon request as long as the supply lasts.

Enrollments in agriculture in 1933–34 were 11,213 students, compared with the peak year 1930–31 with 13,123 students. Likewise 1930–31 was the peak year for engineering with 35,731 students; last year there were 26,383 students with enrollments nearly equal in the electrical (5,910), and mechanical (5,901) branches. Mounting enrollments in veterinary medicine indicate the increasing popularity of that subject; in 1926–27 there were 520 students enrolled, compared with 1,202 last year. Federal appropriations and funds received by the land-grant institutions totaled \$20,317,030 in 1932–33 (1933–34 total not yet available) distributed as follows: \$1,501,298 from land-grant incomes; \$2,550,774 from Morrill-Nelson appropriations; \$6,200,833 from Smith-Lever funds; \$3,358,823 from the War Department for military training; \$2,653,860 from Purnell funds; \$1,479,632 from Capper-Ketcham funds; \$1,456,347 from Hatch-Adams funds; and smaller amounts from other funds. Not all of these appropriations were handled through the college treasurer's office.

Military training in two of the land-grant universities is now an optional course; in the remaining institutions it is compulsory for most freshman and sophomore students. On December 2, 1934, the United States Supreme Court ruled that State universities and colleges may compel their students to undergo military training; the State is the sole judge of the means to be employed and the amount of time to be exacted. The University of Wisconsin was first to abolish the compulsory feature on August 8, 1923. The University of Minnesota by vote of the board of regents, June 18, 1934, made military training an optional course at the opening of the present college year. Military units now maintained are for coast artillery and signal corps; 528 men are enrolled.

The Honor System.—The "honor system" (not to be confused with "honors courses") consists of a code of ethics dependent upon individual honesty in college work. About 1 out of 5 colleges maintains an honor system of some kind. It is more prevalent in the privately controlled institutions than in either the public or denominational colleges. About 80 percent of the women's colleges, 13 percent of men's colleges, and 13 percent of the coeducational institutions have such a system; 5 percent of the higher educational institutions have tried it at one time or another and have abandoned it. Of the latter class Tulane University (La.) is the latest example. There the traditional honor system, established in 1885 in the college of arts and sciences, has been abolished following an investigation by a special faculty committee. The academic board of the student body unanimously approved the action of the committee for 1933–34, but is campaigning for a reinstatement of the system since two-thirds of the students voted for the system last May. Chief complaint: Students failed to report violations or name students who violated the plan.

Student Aid to Negro Colleges.—Of the 107 Negro colleges and normal schools listed in the 1935 Educational Directory, 94 are receiving student aid funds through the Federal Emergency Relief Administration to the extent of \$38,640 per month. This will take care of 2,676 Negro students based on a quota of 12 percent of enrollments. A student is permitted to earn as much as \$20 per month, but the allotment of funds to each college is on a basis of \$15 a month for each student. Applications for student aid are handled through the office of the president of each Negro college.

Homecoming Day.—In order to keep in closer touch with the alumni, a large number of colleges and universities throughout the country are observing "homecoming day." Attractive programs sponsored by alumni secretaries, alumni delegates, students, and faculties include meetings of alumni councils, luncheons, football games, dinners, entertainments, and dances. Representatives

of local alumni clubs often travel many miles to take an active part in these functions.

Wayne University.—Wayne University (formerly Colleges of the City of Detroit) has adopted new methods of rating students of the graduate school. Instead of the usual method of rating the quality of a student's work by the first five letters of the alphabet, students will now be given "credit", "no credit", and "honors." By this system students are expected to concentrate on studying rather than on grades.

University of Wisconsin.—The thirtieth year of instruction in journalism began this fall. From one course offered 30 years ago, the School of Journalism now has 11 staff members offering 25 courses and will graduate about 50 men and women next June. Thirty-six graduates of the Library School have recently obtained positions in library work; 60 percent of the library class which graduated last June have positions. The School of Social Work in cooperation with the State F. E. R. A. is one of 27 such schools throughout the country working with the Federal Government to train more adequately the Nation's social workers.

Alaska Agricultural College.—Of the 20 members of the 1934 graduating class, 18 have positions.

North Dakota Agricultural College.—In order to meet the demand for those requiring special training at this time to fit them for work in connection with the shelter belt planting project, a special course along that line of work is offered this fall. North Dakota finds an increasing demand for agriculturally trained men especially in the fields of soils, forestry, botany, and agricultural engineering.

Long Island University, N. Y.—Under a new plan of "perpetuating scholarships" five local high-school graduates with averages in high-school studies of over 94 percent have been awarded full tuition scholarships; each of these students has agreed to make available 10 years after entrance a similar scholarship for some worthy student.

Washington State College.—Contract for the construction of the new State College heating and power plant was awarded in September; low bid, \$108,279. This is one of four P. W. A. projects; the others, a chemistry building, paving college streets, a science building.

WALTER J. GREENLEAF



About the CONSTITUTION



A List of Publications About This Historical Document



CONSTITUTIONAL!
Unconstitutional! The Constitution of the United States has become front-page news in every newspaper as courts take up cases arising from new legislation. In classrooms, also, the Constitution is the center of attention.

In 1937 will be observed the one hundred and fiftieth anniversary of its adoption. Preparations are already under way for celebrating this famous event.

Teachers and students give increasing attention to the significance of the Constitution, the 10 amendments included in the Bill of Rights, and the amendments adopted subsequently. Forty States have passed laws requiring that the Constitution be taught in the schools.

In view of this rising tide of interest in the Constitution, *SCHOOL LIFE* herewith presents information on Government publications on the Constitution. Most of these can be obtained at small cost from the *Superintendent of Documents, Washington, D. C.*, and will prove useful additions to the school library.

The Department of State has issued a pamphlet of 51 pages (Publication No. 539) giving the full text of the Constitution, printed in large type, for sale at a cost of 5 cents, which may be used by school children without serious eyestrain.

Another State Department pamphlet entitled "Ratification of the Twenty-first Amendment to the Constitution of the United States" (Publication No. 573) is also available at 5 cents.

Then there are the following publications of the House of Representatives and the Senate:

Proposed Amendments to the Constitution since 1889, by M. A. Musmanno. (H. Doc. No. 551 of the 70th Cong., 2d sess.) 30 cents.

Hearings Before the Committee of the Judiciary, House of Representatives, Seventy-third Congress, second session, on H. J. Res. 217, 218, and 313 to Amend the Constitution With Respect to the Declaration of War. 10 cents.

Hearings before a subcommittee of the Committee on the Judiciary, United States Senate, Seventy-third Congress, second session, on S. J. Res. 24, proposing an Amendment to the Constitution Prohibiting War. 10 cents.

Constitution of the United States of America, as Amended to December 1, 1924. Revised and annotated. \$2.50. (68th Cong., 1st sess., S. Doc. No. 154.) Contains citations to the cases of the Supreme Court of the United States construing its several provisions collated under each provision. Of use mainly to law students.

The Seventy-third Congress, first session, caused to be printed Senate Document No. 79, "The Declaration of Independence and the Constitution of the United States of America, including the twentieth and twenty-first amendments," priced at 20 cents a copy.

In the *Congressional Record* were printed the speeches of two oratorical contest winners and a representative of a number of high schools. These are available at 7 cents each.

Speech of James Leonard Highsaw, Jr., representing the Memphis Technical High School and 287 other high schools, on the subject "The Constitution: A Guaranty of the Liberty of the Individual." (Vol. 71, no. 15, May 2, 1929, pp. 797-798.)

The American Constitution and its Framers, is the title of an oration by Ben Swofford of Kansas City, Mo., who won an oratorical contest held in Washington, D. C., between a number of high-school students from the different sections of the United States. (Vol. 71, no. 37, May 29, 1929, pp. 2209-2210.)

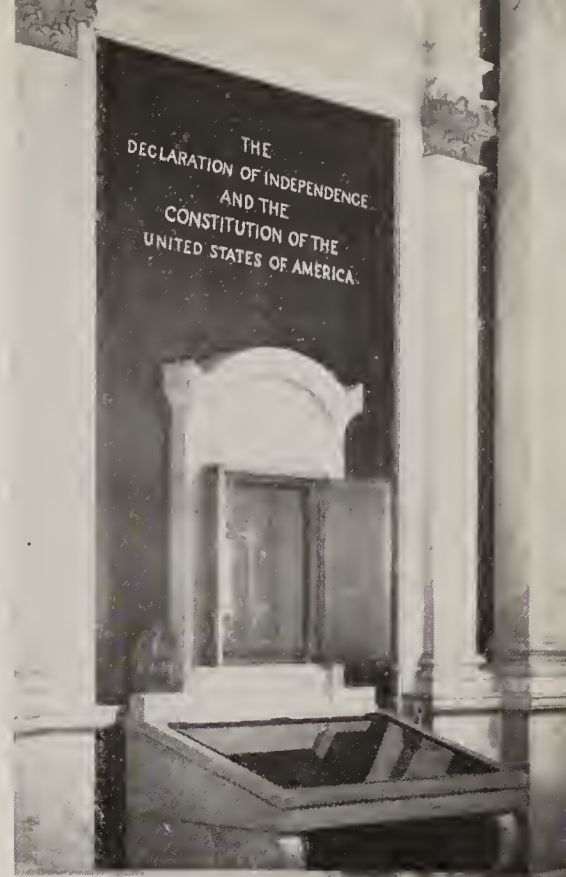
Text of speech by Lex King Souter, of Liberty, Mo., who won the national inter-collegiate oratorical contest on The Constitution, held in Los Angeles, June 20, 1929. (Vol. 71, no. 76, Sept. 24, 1929, pp. 4106-4107.)

The Spirit of the Constitution, an address delivered by Hon. C. William Ramseyer, of Iowa, before the Elizabeth Ross Chapter of the Daughters of the American Revolution, at Ottumwa, Iowa, September 20, 1930, which appeared in the *Congressional Record* of December 19, 1930, and a report of a committee of the New York State Bar Association in relation to House Joint Resolution 396, providing a method of amending the Constitution (Jan. 23, 1931, pp. 3089-3090) are available at 13 cents and 15 cents, respectively.

An 8-page leaflet entitled "An Elementary Talk on the Constitution, by Hon. John Q. Tilson, of Connecticut, in the House of Representatives, March 4, 1923," may be had for 5 cents.

See also free price list no. 50, American History and Biography.

MARGARET F. RYAN



New Government Aids For Teachers

Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance [check or money order] at time of ordering.

ROADSIDE Improvement. 35 p., illus. (Department of Agriculture, Miscellaneous Publication No. 191.) 10 cents. (Civics.)

Regulations to Govern Air Navigation in the Canal Zone. 55 p. (Department of State.) 10 cents. (Aviation; Geography.)

Report of the Executive Secretary of the Executive Council to the President, August 25, 1934. 48 p. (Government Printing Office.) 5 cents.

Brief, comprehensive review of the operations of the Government primarily in the field of emergency measures to promote economic recovery and to provide relief from the effects of a long depression, submitted by Donald R. Richberg to the President. Report divided into the following 7 sections: (1) Relief of industrial unemployment; (2) Relief of agricultural distress; (3) Relief of destitution; (4) Relief of financial pressures; (5) Advance in public services; (6) Administrative services; (7) Promotion of foreign trade.

Architects, Contractors, Building Supply, and Other Merchants—Your Opportunity, Your Responsibility Under the National Housing Act. 27 p. (Federal Housing Administration.) Free.

Explains how one may cooperate with the better housing program sponsored by the United States Government.

Monthly Labor Review. Vol. 39, No. 1. (Bureau of Labor Statistics.) 30 cents.

Some of the special features of this issue: Operation of unemployment-benefit plans in the United States; production of self-help organizations of unemployed; unemployed relief; trend of employment.

Vocational Education in the United States. 12 p., mimeog. (Office of Education, Division of Vocational Education.) Free.

Speech by Dr. J. C. Wright, Assistant Commissioner of Vocational Education, United States Office of Education, presented at the second conference of the Inter-American Federation of Education meeting in Santiago, Chile, September 9-16, 1934.

Aids to Retail Grocery Profits, 1933. 68 p. (Bureau of Foreign and Domestic Commerce, Domestic Commerce Series—No. 71.) 10 cents.

Teachers will find many ideas for projects in arithmetic, salesmanship, and window dressing.

Employment Fluctuations and Unemployment of Women—Certain Indications from Various Sources, 1928-31. 236 p., charts. (Women's Bureau, Bulletin, No. 113.) 15 cents.



Courtesy Bureau of Home Economics

Radio Beacons and Radiobeacon Navigation. 42 p., illus. (U.S. Department of Commerce, Lighthouse Service.) 15 cents.

The coast may be blanketed in fog, all visible signals may be shut out by rain or snow, all sound warnings may be drowned by storm and yet the navigator may now with confidence take bearings on radio signals at any distance up to 100 or 200 miles. This bulletin describes the radiobeacon system installed on the coasts of the United States for the guidance of marine traffic and the method of navigation by the use of radio bearings from the ship. Refers briefly to radiobeacon systems in other countries. (Electrical engineering; civics.)

List of Bulletins of the Agricultural Experiment Stations for the Calendar Years 1931 and 1932. 77 p. (U.S. Department of Agriculture, Miscellaneous Publication No. 181.) 10 cents.

List of bulletins with index of authors and index of subjects. (Library science; agriculture.)

Federal Home Loan Bank Review. Vol. I, No. 1. 28 p. (Federal Home Loan Bank Board.) Annual subscription \$1; single copies 10 cents.

Board's medium of communication with member institutions of the Federal Home Loan Bank System and is its only official periodical publication. A few titles from the first issue are: The Government's program for the organization of the Nation's home-financing system; The need for new homes; Federal savings and loan associations; One year of the Home Owners Loan Corporation; State Court affirms constitutionality of Federal savings and loan associations.

Work of the Forest Service. 16 p., mimeog. (Forest Service.) Free. (Civics; forestry.)

Utilization and Cost of Power on Corn Belt Farms, 1933. 60 p., illus. (Department of Agriculture, Technical Bulletin No. 384.) 5 cents.

Cost of power in the use of tractors, horses, and motor trucks on tractor and horse farms; requirements and costs of labor and power for producing corn, oats, wheat, hay, etc. (Agriculture; Animal husbandry; Economics.)

Mineral Resources, Statistical Appendix to Minerals Yearbook, 1932-33: Natural Gas, p. 103-116, 5 cents; Stone, p. 163-186, 5 cents. (Bureau of Mines.) (Geology; Mineralogy; Geography; Economics.)

Maps

Topographic Map of the Great Smoky Mountains National Park—Tennessee and North Carolina. Scale, 1:62,500. Printed in 2 sections, each 32 by 28 inches. (U.S. Geological Survey.) 30 cents each section.

Shows roads and buildings, trails, railroads, churches, schools, streams, lakes, and ponds.

Sectional airway maps.—Scale, 1:500,000 (8 miles to the inch); size, about 20 by 42 inches. Coast and Geodetic Survey.) Price, 40 cents each. In lots of 20 or more in one shipment to one address, 25 cents per copy.

Cleveland
Kansas City
Milwaukee
New York
Oklahoma City

Portfolios

The following portfolios made up of several mounted pictures laced together are available as a loan for short periods from the Bureau of Home Economics, Department of Agriculture:

A New Deal for Old Furniture. (See illustration.)
Built-in Storage Spaces.
Rug Designs.
Rug Equipment and Materials.
Making Hooked Rugs.

MARGARET F. RYAN

The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries

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New PUBLICATIONS

OF THE OFFICE OF EDUCATION

SEVEN new Federal Office of Education publications have come from the Government printing presses during the past few weeks. Two of them are parts of the 1935 Educational Directory, one is a study of teacher-retirement systems throughout the United States, and another is a valuable list of masters' and doctors' theses and faculty research in education. The complete list of new publications follows:

Educational Directory, Part II, City School Officers

Bulletin 1935, No. 1, Price 5 cents

A listing by State, city, and population of city school superintendents, Catholic parochial school superintendents, supervising principals, business managers, and research directors.



State-Wide Trends in School Hygiene and Physical Education

Pamphlet No. 5 (Revised) Price 5 cents

State legislation on physical and health education; regulations, and courses of study; ventilation laws, medical inspection, physiology and hygiene.



Teachers' Problems With Exceptional Children, Part IV, Deaf and Hard-of-Hearing Children

Pamphlet No. 54, Price 5 cents

Answers 21 questions teachers and parents ask regarding deaf and hard-of-hearing children. Reports only 20,000 of 300,000 children suffering with hearing defects being given special educational attention.



Teacher-Retirement Systems—Principal Provisions of State Systems

Bulletin 1934, No. 6, Price 5 cents

Development of State teacher-retirement systems, tendencies in retirement legislation, financing retirement systems, retirement benefits, fundamental principles of a retirement system, and typical teacher-retirement laws.



Educational Directory, Part IV, Educational Associations, Boards, and Foundations

Bulletin 1935, No. 1, Price 5 cents

American associations (educational, civic, and learned), educational foundations and boards, Jewish educational organizations, Church educational boards, International educational associations and foundations, National congress of parents and teachers, Executive officers of State library commissions, State library associations, and Educational directories.

Bibliography of Research Studies in Education, 1932-1933

Bulletin 1934, No. 7, Price 25 cents

The seventh bibliography of research studies in education published by the Office of Education. The bibliography is of assistance to graduate students and to the faculty of institutions of higher education in showing studies completed in the field of education and in preventing duplication of effort. Includes records for 3,229 masters' theses, 370 doctors' dissertations, and 462 faculty studies received from 128 colleges and universities.



Teachers' Problems With Exceptional Children, Part VI, Children of Lowered Vitality

Pamphlet No. 56, Price 5 cents

Concerned largely with the education and welfare of children who, because they are tubercular, malnourished, anaemic, or cardiopathic, need special provision or attention. Suggestions for reading.

(See the Vocational Summary, page 90 for new vocational education publications now available.)



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SCHOOL LIFE



January

1935

Vol. XX • No. 5



IN THIS ISSUE



Three Centuries of Secondary Education • A.V.A. Convention • Radio off the Air
Aiding College Students • National Planning in Education • C. C. C. Education
One Year Old • Want to Know About School Laws • Industrial Arts Conference

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

The Office of Education,
U. S. Department of the
Interior, Washington,
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Elementary Education

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Industrial Education

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Adult Education

SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.

The Crime Problem

Considering the progress being made by health authorities, educators, psychologists, and psychiatrists in vocational guidance and in influencing human behavior, it would be wise to give every child of school age the benefit and advantages of early and frequent examination of ability and aptitude so that they may have the best possible adjustment to living in right relationship with others.

Prisons have important work to perform. I want to see them bettered, improved, modernized, humanized. But when all is said and done, the finest prison we can build will stand as a monument to neglected youth.

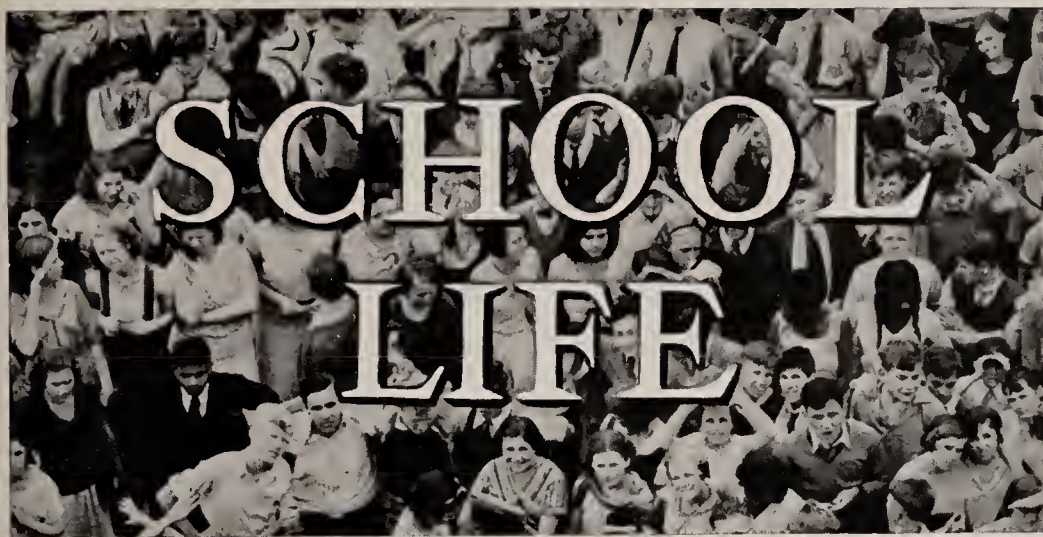
I verily believe that if we would spend more time and effort and money in the making of citizens, we would not be obliged to spend so much in attempts at their remaking.

It may all be summarized in the saying of Solomon—"Train a child in the way he should go, and when he is old he will not depart from it."

I have no intention of trying to improve on Solomon, but I make bold to modernize his wise advice thus—"Train a child in the way he should go, and go with him."

JAMES A. JOHNSTON,
Warden, U. S. Penitentiary, Alcatraz, California.

In address "The Function of the Modern Prison," delivered at the Attorney General's Conference on Crime, held in Washington, D. C.



For January · 1935

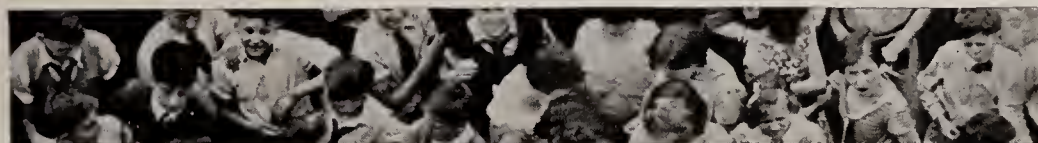


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The cover design for this issue of *SCHOOL LIFE* is a prize drawing by Miss Rose Mary Bryan, Massachusetts School of Art, Boston, Mass., selected from 21 designs created for *SCHOOL LIFE* by members of the senior design class of this art school. See page 106 for honorable mention drawings by James L. Green, Viola Crouch, and Phyllis Wild.

Since Last We Met

STATE superintendents or their representatives from 41 States and Alaska came to Washington for the annual meeting of the National Council of State Superintendents and Commissioners of Education. Chief subjects of discussion were: Emergency aid for schools, Federal aid, changing trends in taxation. State Superintendent Vierling Kersey of California was elected president; Sidney B. Hall, Virginia, vice president; Francis L. Bailey, Vermont, secretary.



Some of the State superintendents were accompanied by the men elected to succeed them in January. Such cooperation between outgoing and incoming candidates is, we believe, more common in education than in any other field.



Outstanding in the meeting was Dr. Howard Dawson's report that 30,000 schools needed emergency aid. (See February *SCHOOL LIFE*.)



Dr. Dawson's report precipitated a heart to heart talk on emergency aid to education resulting in a request that Commissioner Studebaker obtain a clarification of policies and practices of emergency organizations handling school problems.

Miss Agnes Samuelson, Iowa's State superintendent of public instruction, hurried home for an important meeting. Following Pennsylvania's footsteps, Iowa held a citizens' conference on education December 19.



Officers elected at the thirty-ninth meeting of the Southern Association of Colleges and Secondary Schools, at Atlanta, were H. B. Heidleberg, superintendent, Clarksdale, Miss., president; Dean J. T. Davis, John Tarlton, A. and M. Junior College, Stephenville, Tex., and President Guy Wells, Georgia State College for Women, Milledgeville, Ga., vice presidents; President Guy E. Snively, Birmingham-Southern College, Birmingham, Ala., secretary-treasurer.



Many great artists and writers began their careers as school children, E. B. W. shows in a delightful article in the December 8 *New Yorker* on the "alumni" of *St. Nicholas* magazine. Edna St. Vincent Millay at 13 won a gold award for poems she submitted. She is one of dozens of young people who were spurred on to creative efforts by the magazine's competitions.

Three Centuries of Secondary Education

THIS year marks the three hundredth anniversary of the American high school. There will be a national observance of the anniversary during the year, in celebration of the establishment of the first public high school, the Boston Latin School, in 1635.

While all of us are acquainted with the secondary school of today, comparatively few may know the background of the modern high school. The following brief account has been prepared to give a clearer picture of important developments in our 300-year-old secondary education. Editor.

The Free Latin Grammar Schoole of Boston, 1635

* * * for the teaching and nourtering of children with us.

And by the side of the Colledge a faire Grammar Schoole, for the training up of young schollars, and fitting of them for Academical learning, that still as they are judged ripe they may hereceived into the Colledge of this Schoole.

Other early secondary schools

Charlestown, 1636; Salem, 1637; Dorchester, 1639; Newbury, 1639; New Haven, 1639; Hartford, 1639; Cambridge, 1640; Roxbury, 1645; Braintree, 1645.

* * * places of study of Latin, Greek, writing, and the like.

* * * to teach English and Latin according to his (the master's) abilities and their (the pupils') capacities.

* * * That the scholars behave themselves at all times, especially in schooltime, with due reverence to their master, and with sobriety and quietness among



themselves, without fighting, quarreling, or calling another or any other bad names, or using bad names in cursing, taking the name of God in vain, or other profane, obscene, or corrupt speeches, which if any do, that the master forthwith give them due correction.

* * * a certain number of gentlemen of liberal education, together with some of the reverend ministers of the town, to be inspectors of the said school * * *

★ AN INTERESTING *Historical Account of Secondary Schools in the United States, 1635 to 1935*, by Carl A. Jessen, Secondary School Specialist

Old Deluder Satan Act of Massachusetts, 1647

* * * That where any town shall increase to the number of one hundred families or householders, they shall set up a grammar school, the master thereof being able to instruct youth, so far as they may be fitted, for the university * * *



Religion in the Latin grammar schools

* * * to advance learning and perpetuate it to posterity; dreading to leave an illiterate ministry to the church, when our present ministers shall lie in the dust.

It is ignorance which is the natural parent of that atheism and infidelity so rife amongst men.

Realism in private secondary schools

Mr. John Walton, late of Yale College, Teacheth Reading, Writing, Arithmetick, whole Numbers and Fractions, Vulgar and Decimal, the Mariners Art, Plain and Mercators Way; Also Geometry, Surveying, the Latin Tongue, and Greek and Hebrew Grammers, Ethicks, Rhetorick, Logick, Natural Philosophy and Metaphysicks, all or any of them for a Reasonable Price.

Benjamin Franklin's Academy, 1751

* * * that they learn those things that are likely to be most useful and most ornamental.

The English language might be taught by grammar; in which some of our best writers . . . should be classics. * * * If history be made a constant part of their reading . . . may not almost all kinds of useful knowledge be that way introduced to advantage? * * * though all should not be compelled to learn Latin, Greek, or the modern languages, yet none that have an ardent desire to learn them should be refused. * * * the history of commerce, of the invention of arts, rise of manufactures, progress of trade . . . the principles of that art by which weak men perform such wonders, labor is saved, and manufactures expedited. * * * that benignity of mind which . . . is the foundation of what is called good breeding * * * true merit . . . as consisting in an inclination, joined with an ability, to serve mankind, one's country, friends, and family.

Phillips Andover, 1778. Phillips Exeter, 1781

* * * for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences wherein they are commonly taught; but more especially to learn them the great end and real business of living.

The ascendancy of the academy

* * * the course of education . . . should be adapted to youth in general, whether they be intended for civil or commercial life, or for the learned professions.

The Town is willing that the estate given for the support of a Grammar School in the Town of Hadley be employed . . . for the support of an Academy in the Town of Hadley.

Opened school, consisting the first day of about 30 misses. Afterward they increased to 70 and 80 * * * They were from 7 to 20 years of age. * * * I attended them in reading, writing, arithmetic, and geography, principally * * * it is a wise and useful institution.

General education at public expense

Jefferson's bill "for the more general diffusion of knowledge," 1779.

John Adams, 1795: "The peculiar advantage of such schools (town grammar schools) is that the poor and the rich may derive equal benefit from them; but none excepting the more wealthy, generally



speaking, can avail themselves of the benefits of the academies."

Board of Regents placed in charge of education in New York State, 1784.

Other early State systems: Georgia,

1785 Louisiana, 1804(?). Michigan, 1817.

The English Classical School of Boston, 1821 (Later called the English High School)

The Committee . . . are of the opinion that an additional School is required. They, therefore, recommend the founding of a seminary which shall be called the English Classical School * * *.

Public opinion and the wants of a large class of citizens of this town have long been calling for a school in which those, who have either not the desire or the means of obtaining a classical education, might receive instruction in many branches of great practical importance which have usually been taught only at the Colleges. This led to the establishment of the English Classical School. * * * This is as far as possible from being what its name indicates, as the classics, properly so called, are not taught, nor any knowledge of their languages required.

Other early high schools

Worcester, 1824. New York, 1825. Plymouth, 1826. Salem, 1827. Portland, 1829.

* * * the grand object of this institution is to prepare boys for such advancement, and such pursuits in life, as they are destined to after leaving it. All who enter the school do not intend to remain for the same period of time . . . and many who leave it expect to enter immediately upon the active business of life.

The means of instruction, which are offered to the poor, should be the very best which can be provided. They may not all be able to proceed so far in the path of learning as others in happier circumstances. But to the extent of their progress, let them have all the help which the present state of knowledge affords.

* * * that the privilege of pursuing whatever branches of education are included within the instruction provided at the expense of the town be offered without partiality, without restraint, and equally to all children in the town who may be qualified.

The Kalamazoo Case, 1874

If these facts do not demonstrate clearly and conclusively a general State policy, beginning in 1817 and continuing until after the adoption of the present constitution in the direction of free schools in which education, and at their option the elements of classical education, might be brought within the reach of all the children of the State, then, as it seems to us, nothing can demonstrate it.

The public junior college, Joliet, 1902

* * * the first public junior college still in existence.

The junior high school, Columbus and Berkeley, 1909-1910

* * * as a junior high school with the seventh, eighth, and ninth grades as a unit * * *.

* * * the 12 grades, or years, be broken into three groups: The first, elementary, to comprise the first six years of school life; the second, the lower high school, to comprise the seventh, eighth, and ninth years; and the third, the upper high school, to embrace all pupils of the tenth, eleventh, and twelfth years.

Federal Vocational Education Act, 1917

An Act To provide for the promotion of vocational education. * * *

Secondary Education in 1930

Nearly 24,000 high schools in the United States.

One of every 22 in the population attended high schools within the year.

Forty-seven percent of the pupils attended high schools deviating from the regular 4-year type.

F. E. R. A. Parent Education

EMERGENCY parent education activities of the F. E. R. A., which contributed to the national recovery program in 21 States last spring, now are included in the emergency education programs of 33 States and the District of Columbia. Two kinds of needs are being met by these activities: Those of parents in trying to deal with the very serious problems that have come to them through unemployment and a changing social order, and those of unemployed teachers, nurses, and social workers qualified to give professional service and leadership. Reports made to the Federal Office of Education indicate that 28,000 parents and their children were served through parent education activities between January and June of last year, and that 1,200 leaders were gainfully employed.

While the organization and supervision of the work is carried on through State departments of education, many other State departments, particularly the public health department and the State library, give valuable aid. Private agencies too, such as parent-teacher associations, branches of the American Association of University Women, American Legion auxiliaries, colleges and universities, fed-

erations of women's clubs, social and health agencies, Red Cross chapters, churches, service clubs, and junior leagues, are of great assistance. Some of these organizations have been pioneers in parent education work.

Although parent education classes, as in most forms of general adult education, meet chiefly as study groups, these come together not only to discuss such important matters as child development and family relationships, to hear talks by specialists on many practical subjects such as emotional adjustments, but also to participate in and observe the work of the nursery schools, to visit clinics, juvenile courts, and playgrounds; to have individual conferences with specialists such as doctor, dentist, or psychologist; to be referred for special help needed to the proper community agency; to plan, with guidance, exhibits of food, clothing, books, and toys; to learn about special kinds of services that may be provided by cooperating organizations. The radio and the press also play their part. These are methods that are used whereby parents gain insight and understanding into their own and their children's problems, may grow and learn.

The direction of the groups is through a local leader working in close touch with the public school and relief authorities, and supervised and guided in a majority of the States by a State supervisor of emergency parent education. It is desirable too that there be a State advisory committee to aid the specialist and assist in interrelating the work of the emergency program and that of other groups which have previously functioned in the field and whose activities are continuing. Each should be of benefit to the other. Short training courses for local leaders have been held in many States, and the leadership training program is an important phase of the work. In addition to a consultation and clearing house service, and aid through materials used in the classes, the Emergency Parent Education Office at national headquarters is able to offer the States some assistance, upon request, in connection with the leadership training institutes and also a limited amount of field service, also for planning upon request.

[Continued on page 119]

★ Nursery School Education

In response to the growing interest in nursery-school education, and to help school administrators meet demands made upon them by nursery-school programs, the Federal Office of Education announces syllabi of courses in nursery-school education and child development.

The syllabi, which supply topics for discussion, and detailed bibliographical references for administration of the course, are:

1. A 2-week unit which may be inserted in a regular course in school administration, prepared by the Child Welfare Research Station of the University of Iowa.

2. A 6-week session course, prepared by the Child Development Institute of Teachers College, Columbia University.

These syllabi are available to deans of colleges and directors of departments of school administration, upon request to the Federal Office of Education, Washington, D. C.

Industrial Arts Conference

AS A RESULT of the growing recognition of the contribution that the industrial arts can make toward the realization of generally accepted objectives of education, the United States Office of Education called a conference on the industrial arts, which was held in Washington November 19, 20, and 21. The conference had as its purpose the interpretation of the industrial arts in an educational program confronted with changes in social and industrial conditions affecting educational philosophy and practices, in principles of education, and in policies controlling the organization of instruction. Changes in industrial conditions are increasing the age at which young people are accepted into employment; changes in educational philosophy are, through the enactment of compulsory school attendance laws, retaining pupils in school for a longer period of time; and changes in educational practices based upon psychological principles are emphasizing the importance of pupil activity and of opportunities for self-expression.

Growing out of these changing conditions affecting education are a number of problems, for the solution of which, educators are turning more and more to the practical and industrial arts for an important contribution. The conference addressed itself to the task of formulating statements of values that the industrial arts may be expected to yield for the education of the child, and of programs through which these values may be attained. Throughout the discussions the need for providing opportunities for self-expression in various kinds of material media, in accordance with the aptitudes, interests, and achievement abilities of pupils was constantly kept in mind.

The 3-day session of the conference was opened by Miss Bess Goodykoontz, Assistant Commissioner of Education, who explained the purpose of the conference and the plan for issuing the conference report as a publication of the Office of Education. Later during the conference Commissioner J. W. Studebaker developed with the group some important principles that should govern the organization of an instructional program in the industrial arts.

★ EDUCATORS meet To Discuss Organization of Instructional Program in Industrial Arts; M. M. Proffitt, Conference Leader, Reports on Meeting

Each person at the time he received an invitation to become a member of the conference group, also received a tentative list of topics to be considered by the conference and was asked to prepare in advance of the meeting a brief report on each topic and any other topic, coming within the general field set for the conference work, that he thought should be included. These preliminary reports were compiled by topics and a copy was placed in the hands of each member at the opening of the conference. With these preliminary reports on topics as a basis for discussion, the conference adopted a set of objectives for industrial arts work that

would serve as basic assumptions for the discussion of the problems to be considered by the conference and for the formulation of outlines of school programs in this phase of education.

The problems which were included for study by the conference were assigned to small committees appointed with regard to the interests and experiences of the individual members. Each committee, in accordance with an arranged schedule, met and worked on its special assignment and prepared a written brief on it. These committee briefs were reported to the conference group on the last day of the meeting and were unified into a single brief.



Underwood and Underwood.

At the Industrial Arts Conference. Left to right: Miss A. Adele Rudolph, Philadelphia, Pa., M. M. Proffitt, Federal Office of Education specialist in guidance and industrial education, United States Commissioner of Education, J. W. Studebaker, and Assistant United States Commissioner of Education, Miss Bess Goodykoontz.

This brief was adopted by the conference and will be developed into the final report through further work of the members reported by correspondence clearing through the Office of Education. The last step in the preparation of the report for submission to the Office of Education for publication will be the reading and approving of the complete report by each conference member.

The brief as adopted by the conference makes provision for chapters on: Origins and functions of industrial arts, industrial arts in elementary schools, industrial arts in the secondary schools, industrial arts in higher institutions, certain other relationships, and problems of procedure.

The personnel of the conference was selected from outstanding persons in the industrial arts field throughout the United States. It included directors and supervisors of industrial arts in large city school systems, supervisors of industrial arts in State departments of education, and professors of industrial arts education in teacher

training institutions. The following persons composed the conference group:

- Mr. Elmer W. Christy, director of industrial arts in the public schools of Cincinnati, Ohio.
- Mr. Charles F. Bauder, director of the division of industrial arts, public schools, Philadelphia, Pa.
- Dr. Homer J. Smith, professor of industrial education, University of Minnesota, Minneapolis, Minn.
- Dr. William E. Warner, professor of industrial arts, Ohio State University, Columbus, Ohio.
- Mr. Earl Bedell, assistant director of vocational education, public schools, Detroit, Mich.
- Dr. Leon Winslow, director of art, public schools, Baltimore, Md.
- Mr. Roy Fales, State supervisor of industrial arts, State department of education, Albany, N. Y.
- Miss A. Adele Rudolph, supervisor of elementary industrial arts, public schools, Philadelphia, Pa.
- Dr. Lois C. Mossman, professor of elementary education, Teachers College, Columbia University, New York City.
- Dr. Heber A. Sotzin, head of the industrial arts department, State Teachers College, San Jose, Calif.
- Mr. G. A. McGarvey, regional agent for industrial education, United States Office of Education, Washington, D. C.
- Mr. Maris M. Proffitt, educational consultant and specialist in guidance and industrial education, United States Office of Education, Washington, D. C.

The Colleges

PUBLIC AFFAIRS.—A new trend in higher education is marked by the addition of ways and means of studying current events and social economics apart from classroom lectures. Several New York colleges are investigating the causes of crime, and political events, broadcasting, and international relations. The newspaper plays a larger part than formerly in the life of college students, and greater numbers are buying their own papers. Colleges are attempting to train their students to take an active rather than passive part in the running of the Government. The new National Institution of Public Affairs is sponsoring scholarships for several score of students of politics and government. Colleges throughout the Nation will offer these scholarships, involving 2 months of study, conferences, and observation of government at first hand in Washington, next spring.

Medical-aptitude tests.—The Association of American Medical Colleges gave the medical-aptitude tests on December 7 to all liberal-arts colleges offering pre-medical work. All students who will be candidates for admission to any medical college in 1935 were expected to take the examination. Last year these tests were taken by 9,927 students in 623 colleges and were used by 90 percent of the approved medical colleges in the United States as one factor in the selection of their students.

Antioch College, Ohio.—Although there is no symphony orchestra at Yellow Springs, Ohio, a village of 1,300 people, symphonic concerts are frequent there; and musical taste is constantly spreading and improving due to a collection in the library of more than 125 albums of the best recorded music, which circulate among the 612 students just as books do. Student taste appears to be evenly divided between the great classics and the moderns; popular choice for a single concert might include Brahms' first symphony, Rimsky-Korsakof's symphonic suite Scheherazade, Strauss waltzes, Schubert's seventh symphony, and selections from Beethoven, Chopin, Victor Herbert, Tchaikowsky, and Wagner. A fund given by the class of 1928 made the purchase of these records possible. Incident to the growth of this collection the library has had to add to its store of books on musical appreciation and history.

Cornell College, Iowa.—Unique in the field of physical education, the "wrestling clinic" held December 15 under the direction of Coach Richard Barker was designed for high schools, administrators, and students interested in this branch of athletics. Information and demonstrations on the fine points of this increasingly popular sport were offered.

Dartmouth College, N. H.—The Baker Memorial Library has established a

White Russian Archives designed to preserve historic documents relating to the pre-Soviet era of Russia. Following the overthrow of the Provincial Russian Government of Kerensky 17 years ago, more than a million Russians of the aristocratic classes left their native land, taking with them official documents, diaries, and letters of great historical value. This material, now in the possession of exiles throughout the world, is in danger of being lost to posterity. A committee of prominent exiled Russians, headed by the Grand Duchess Marie, will direct a world-wide search for material to be deposited for future historical research.

Mills College, Calif.—During the 1934 summer session of Modern Dance at Mills, 60 students including amateurs, professional dancers, and teachers of the dance were in the classes of Hanya Holm who is director of the Wigman School of the Dance in New York City. Miss Holm will again head the 1935 summer session of modern dance which is a part of a summer foundation chiefly in the fine arts which includes a summer session of music with courses in percussion especially related to the musical instruments of modern dance technic.

Ohio State University.—Girls are enrolled in all of the university's 10 colleges, but no new women students have applied for admission this quarter to law or dentistry; the new freshman class includes 2 girls in applied optics, 2 in engineering, 2 in veterinary medicine, 9 in pharmacy, and 1 in medicine. Of all new freshmen, 2 are 15 years of age, 22 are 16 years old, and 97 are over 25 years. Several hundred Ohio farmers will take a few days' "vacation" this winter to attend short courses in agriculture. More than 80 county clubs, each with a faculty adviser, have been organized to improve campus social life and student-faculty relations. The Swan Club, with a score of women swimmers, and the Dolphins Club, made up of members of the varsity swimming squad, recently gave a water carnival at the natatorium.

Pennsylvania State College.—Since 1924, when only 93 of the entering freshmen were women, the number has nearly tripled, with 252 women admitted this fall; over half were graduated in the first fifth of their high-school classes. They are enrolled in every school of the college—liberal arts 149, education 74, agriculture 5, chemistry and physics 16, engineering 2, physical education 1, and mineral industries 1. Lack of adequate housing for women students has prevented the college from accepting all of the qualified women who apply.

WALTER J. GREENLEAF

The Vocational Summary



ADDRESSES and discussions at the ninth annual convention of the American Vocational Association in Pittsburgh, December 5 to 8, covered services being rendered by vocational education in dealing with many economic and social problems of urgent interest today.

Precedence was given to consideration of the part which vocational education must play in helping the unadjusted youth become occupationally adjusted and in relieving unemployment. Other subjects around which discussion in convention meetings centered included: The problem of apprentice training as emphasized by the present emergency; the needs of out-of-school farm youth; rural social trends; vocational teacher training; new adjustments in commercial education; consumer education; cooperation between the school and the home; cooperation between industry and the school; vocational guidance; and vocational rehabilitation.

Apprentice training

The Nation-wide program of apprentice training now being set up under the Federal Committee on Apprentice Training is rapidly taking tangible form, W. F. Patterson, executive secretary of the committee explained to convention delegates. The interest in this Nation-wide plan, he said, is due to a recognition of the need for genuine programs for training youth in industry and the widespread concern shown by employers, organized labor, parents, and educators in the welfare of the out-of-school youth in the United States. Twenty-six States have already set up State committees on apprentice training.

Mr. Patterson cited the following advantages of the national plan: (1) The diploma issued to those completing training will be recognized as a guarantee of proficiency and competency by employers in all States; (2) the apprentice may transfer credit from one State to another in case he changes residence; (3) the burden of training in any industry is distributed over the entire industry instead of falling upon the employers in one or two States; (4) the Federal committee serves as a clearing house for information on apprentice training in all States and in all industries. Consequently the Fed-



Dr. George P. Hambrecht
Newly Elected President, A.V.A.

eral Government is in position to guide, counsel, and assist each State in developing a program which will adequately meet the needs of the youth in that State. The Federal plan provides for a new form of apprenticeship which will effectively prevent abuses that have occurred in the past.

The plan is new, Mr. Patterson declared, in that it attaches social significance to the early working experiences of young men

The A. V. A.

THE American Vocational Association was formed by the amalgamation in 1926 of the National Society for Vocational Education and the Vocational Education Association of the Middle West. Its membership — approximately 9,000—is composed of teachers, supervisors, directors, and executive officers of vocational education and other persons interested in vocational education. Its principal objective is to “assume and maintain active national leadership in the promotion of vocational education.”

and women in employment. A heavy responsibility is laid upon State directors and supervisors of vocational education and vocational teachers, he explained, in the operation of the plan. Employers and labor unions must do their part, also, in assisting educational authorities to coordinate theoretical and practical training.

That industry is favorable toward apprentice training is evidenced by the fact that many industries which have curtailed their training activities in the last few years are now rebuilding them. Scott W. Rudy, superintendent of the educational department, Westinghouse Air Brake Co., who is responsible for this statement, declares that industry is finding it necessary to give the worker a variety of training. This permits shifting him from one department to another without much handicap or expense, and makes it easier for him to get a job elsewhere if his specialized operation is discontinued. Apprentices must be studied, he said, with respect to their qualifications, the requirements of the job, and the kind of training needed.

Unemployment

The relation of vocational education to those who are unemployed was a frequent topic before the convention. Dr. James N. Rule, superintendent of public instruction for Pennsylvania, listed three things as necessary in aiding the unemployed: (1) Local vocational training commissions to coordinate the employment possibilities of the communities with the unemployed group and the vocational training department of the school; (2) active leadership by the vocational divisions of every school district; (3) a method of State assistance that will guarantee every community the means of providing for its jobless a retraining program. Dr. Rule cited the plan of employment rehabilitation followed by the Department of Industrial Education, under the leadership of Superintendent of Schools A. M. Weaver, and the Director of Vocational Education George H. Parkes, in Williamsport, Pa., whereby the unemployed individual is: (1) Analyzed to discover his needs; (2) trained to remove his failure characteristics and fit him for useful employment; (3) placed in a suit-

WHAT is New in Vocational Education? A. V. A. Convention Focuses Attention on the Services Rendered by Vocational Schools and Educators—Charles M. Arthur

able job; (4) followed up on the job to keep him on the pay roll; and (4) his improvement education continued.

Examples of the "self-help" plan were presented by Wesley M. Rossier, coordinator of cooperative apprentice training in Pittsburgh. Mr. Rossier described the self-help program as "a modern form of apprentice training which enables a student who has fulfilled certain prerequisites to become self-supporting while finishing training in his chosen trade. The program works on an alternating system whereby the student works 2 weeks on a job related to his trade, in which he is placed by the school, and spends 2 weeks in the classroom, thus enabling him to be employed 26 weeks of the year at apprentice wages. In this way students can be largely or wholly self-supporting while pursuing a 2-year trade course. And when they complete the course they are placed in full-time jobs, at entering wages ranging from 42 to 60 cents an hour."

Out-of-school farm youth

More than 2,500,000 farm youth, 16 to 24 years of age, were unemployed or inadequately employed, according to the census of 1930. Only a small proportion of these youth were being reached by existing educational agencies. Those included within the out-of-school rural youth group are young adults, not older children. They are reached more effectively through informal educational activities, T. B. Manny, agricultural economist, United States Department of Agriculture, believes. Informal discussion groups, and various collective activities have a greater appeal for these young adults than classroom discussion. Mr. Manny suggests that to serve the interests of this group county adult advisory councils be organized consisting of one or more representatives of the public schools, churches, extension forces, and one or two successful farmers, business men, and homemakers in whom the younger folk have confidence.

Before an adequate program of education can be formulated for out-of-school farm youth, according to J. A. Starrak, department of vocational education, Iowa



Dr. Ray Fife
Retiring President, A. V. A.

State College, it is necessary to have certain facts concerning them. He lists these as follows: (1) Their educational, economic, vocational, and social status; (2) why they are not in school; (3) their desire for additional education, their vocational interests and ambitions, and their leisure time and social interests and activities; (4) the institutions and facilities available to these young people and the extent to which these institutions are meeting their educational, social, and vocational needs; (5) information which will make it possible to suggest needed changes in community educational institutions, including the schools, the churches, community clubs, and farm organizations. Under the auspices of the Iowa State Planning Board, Mr. Starrak explained, information of the character indicated has already been secured in 15 different Iowa communities. Vocational agriculture teachers are now making similar surveys in other communities.

Future studies of out-of-school farm youth, J. H. Pearson, specialist in part-time education in agriculture, Federal Office of Education, believes, must include those from 21 to 25 years as well as

those from 14 to 20 years of age. In addition, Mr. Pearson feels, such studies should include not only school "drop-outs", but rather all out-of-school youth and young men, regardless of previous schooling. He suggests: (1) A preliminary study, to be used for promotional purposes and to include the number, location, and interests of the out-of-school group, and the probability of their enrolling for instruction fitting their needs; and (2) a detailed study to be used in formulating a definite program which would include the personal and family history, educational and social experience, financial resources, and farming opportunities of out-of-school individuals. Information on placement opportunities for these youth is also essential, Mr. Pearson declares. He suggests 11 other fields of research on the out-of-school farm youth problem also.

School-home cooperation

"Parents are eager to follow through on the modern program of vocational education", so far as they understand it, Mrs. J. K. Pettengill, first vice president of the National Congress of Parents and Teachers, believes. Frequently, however, understanding is too limited to permit a wholehearted acceptance, she pointed out. Only a small percentage of parents are in close touch with present-day educational procedures, except as they make contact through their children. And that is a most inconclusive process, Mrs. Pettengill believes, because it is made up largely of report cards and health examination blanks, with a scattering of behavior-problem situations faced in the principal's office. "Small wonder then," she said, "that the parent is reluctant to approve what he supposes to be the entire abandonment of the only system of education he knew as a child. He fears that the development of vocational education means the termination of cultural education. The responsibility for correcting this impression lies directly with those who are planning the curriculum. To secure and hold the support of parents, we need only restate and reemphasize the program of vocational education in terms of present outcomes in the life of the child."

Following up the suggestion that the schools acquaint parents with the vocational education program, Miss Adelaide S. Baylor, chief, home economics education, Federal Office of Education, in a paper read at the convention, pointed out the plan followed by school superintendents and some communities of sending



School Exhibits

STUDENTS of the Pittsburgh Vocational Schools planned, constructed, and set up the exhibits pictured in the accompanying photographs for display at the A. V. A. convention. The art work in connection with the exhibits was done by students in the vocational art departments. Only a few of the twenty exhibits, displayed in the Adonis room of the William Penn Hotel, are reproduced on this page. The school departments represented in these exhibits are as follows: 1. Foundry and patternmaking; 2. Carpentry, cabinet making, electrical, and painting and decorating; 3. Sheet metal; 4. Carpentry, foundry, and electrical; 5. Home economics; 6. Auto mechanics; 7. Trade dressmaking, millinery, and novelty; 8. Electrical appliances.



out to parents from time to time mimeographed reports of the school program. Such reports explain in detail the work the school is trying to do. Parents are requested to ask questions concerning problems connected with the work of their children in the school, not answered in the reports.

School-industry cooperation

Twelve industrial executives in different parts of Pennsylvania, interviewed by Harvey A. Vanderslice, superintendent of schools, Allequippa, Pa., were unanimous in their agreement on the necessity for cooperation between industry and the schools. These interviews, he said, convinced him that much of the cooperation between industry and the schools must be in the form of evening schools or in-service training. New types of training will be necessary. Vocational programs of the future will include more courses in the sciences, he said. As an illustration of the trend in that direction, he cited a recent request from an employee of a steel concern for an evening class in electronics. "According to an engineer in the steel concern," Mr. Vanderslice said, "the electric eye will probably revolutionize electric appliances in the steel industry during the next 10 years. These appliances will have to be installed, maintained, and repaired. No one in the plant represented by the engineer knows how to do this. Our class in electronics is now a reality and is preparing men for future opportunities in this field. I was surprised at the statement of one executive that 'industry is greatly concerned with what boys are doing in the preemployment period.' Future workers, this executive believes, should have courses in civic, social, economic, and political problems. They should know also the problems confronting both employees and employers today."

Future workers, according to George F. Bush, personnel director, Mid-Continent Petroleum Corporation, and member of the Tulsa, Oklahoma, Board of Public Education, should be taught how to analyze themselves and to choose vocations in which they are reasonably certain of success and contentment. He advocates further that in addition to an adequate educational preparation, workers should know the value of personality and character, good health, and social understanding. They should be inoculated, also with a desire to continue their study in order to keep abreast of improvements in their

occupations, and the school cooperating with industry should provide the opportunity for such continued study.

Vocational guidance

"Taking the country at large, vocational guidance is largely on paper rather than in practice", William T. Root, head of the department of psychology, University of Pittsburgh, told a group interested in the guidance field. "Careful vocational guidance", Mr. Root said, "would require repeated interview of the student, adjusting the parents as well as the child to the necessary changes in his vocational plans, and a readjustment and a reclassification of the pupil during his high-school career in terms of his actual accomplishment and designated special abilities. This means more than 5 or 10 minutes of time on the part of the vocational guider once in 2 years. It means at a minimum many hours of careful study and consultation with the student and the parents."

Three things are necessary from the standpoint of the psychologist, Mr. Root believes, in vocational guidance of the adolescent: A consideration of the intelligence of the individual and the actual vocational area in which he can profitably function without too much competition from those more capable in the field; a consideration of the relative number of people already employed in a particular field; and the giving of an adequate amount of time by the adviser to the adjustment of each individual.

Rural social trends

Sketching some of the changes in rural trends during the period 1920-34, Edmund de S. Brunner, professor of education, Columbia University, declared that "of all types of social agencies the schools showed the greatest progress, at least as measured by the traditional yardsticks of the educator." Dr. Brunner made special reference to studies of rural trends made in Ohio. In at least two instances, he stated, when the community hesitated in the matter of school construction, farmers and business men combined and erected a building which was leased to the school board. In other cases, the pressure of farmers, the competition of neighboring communities, or the urging of a State board of education resulted in the expenditure. Other facts uncovered by the Ohio studies as noted by Dr. Brunner were: (1) Better qualified teachers and improved curricula resulted in better attendance on part of pupils; (2) more grammar school students

tended to enter high schools, more high school students finished their courses, and more high school graduates continued their education; (3) a tendency in more recent years to augment vocational courses—agricultural, domestic science, and commercial—to be given along with courses in history and social science—particularly economics, sociology and civics.

Commercial education

John E. Harkless, personnel director of the G. C. Murphy Co., McKeesport, Pa., traced the method followed by chain stores in training employees for retail selling positions. "There is need of greater cooperation," he said, "between vocational schools and retail trade in general. Arrangements should be made whereby the students in distributive occupations may be allowed to supplement their classroom instruction with part-time work in different types of retail businesses. This will help the individual in finding his place in industry and industries in finding properly equipped employees."

"In order to get the most efficient service from his employees, the employer must plan a course of specialized training that will fit them into those peculiar functions which differ in each line of business activity." This thought was advanced by C. H. Lehmann, manager, McCann & Co., Pittsburgh. Mr. Lehmann emphasized the necessity for supplementary instruction for retail-store employees in English, salesmanship, suggestive selling, and other subjects related to the retail business.

Vocational rehabilitation

The value of a survey in setting up a program of vocational rehabilitation was outlined by P. D. Seybold, director of rehabilitation for Pittsburgh, who presented the results of a study now under way in Allegheny County, Pa. An attempt is being made in this survey to discover the agencies—general and specific—serving the handicapped; specific information on handicapped persons in the county; industrial firms and their attitude toward the employment of handicapped persons; and training which might be used in training handicapped persons and fitting them for employment.

Of an employment roll of 194,794 in 1,940 industrial establishments contacted in the survey, 1,627 or eight-tenths of 1 percent, were physically handicapped. The study is of particular value, Mr.

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SCHOOL LIFE

VOL. XX



NO. 5

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JANUARY 1935

WASHINGTON ACCLAIMS TOWN HALL

The Town Hall public forum announced in our last issue has all Washington by the ears.

Two hundred and fifty people were turned away at the opening meeting addressed by President Glenn Frank of the University of Wisconsin. Commissioner J. W. Studebaker presided.

Denied permission to continue using the auditorium of the United States Chamber of Commerce, the Town Hall moved for its next meeting to the Shoreham Hotel. This session was addressed by Harold G. Moulton, president of Brookings Institution, who spoke on the Ethics of Capitalism.

On Sunday evening December 16 more than 2,000 Washingtonians including Secretaries Wallace and Roper and Attorney General Cummings filled the Shoreham ballroom to hear Norman Thomas speak on the subject Is Socialism the Answer? and stand in the crossfire of discussion of a distinguished panel.

More than half the time of each session of the Town Hall of Washington is given over to an exchange of views by the speaker, the panel numbering 6 to 10 individuals and members of the audience.

At the Atlantic City meeting of the Department of Superintendence, Commissioner Studebaker plans to apply the forum panel method to the discussion of the Thirteenth Yearbook which will be on Social Change and Education. Commissioner Studebaker is chairman of the Yearbook committee. Those who helped compile the volume will be members of the panel.

NOBEL PRIZE NOMINATIONS

The Office of Education has been furnished by the Secretary of State the following information as to the method of proposing candidates for the Nobel Peace Prize, with the request that the information be made known to interested persons:

The proposal of candidates for the Nobel Peace Prize which is to be distributed December 10, 1935, in order to be considered, must be brought to the attention of the Nobel Committee of the Norwegian Parliament before February 1, 1935.

University professors of political science and law, of history and philosophy, are among those qualified to propose candidates for the prize.

"The grounds upon which any proposal is made must be stated and handed in along with such papers and documents as therein be referred to.

"Every written work to qualify for a prize must have appeared in print."

For particulars, qualified persons should apply to the office of the Nobel Committee of the Norwegian Parliament, Drammensvei 19, Oslo, Norway.

The birthday anniversary of Susan B. Anthony, advocate of free speech, woman suffrage, and woman's equality with man, will be observed on February 15. Information about the anniversary may be secured from the Susan B. Anthony Foundation, Washington, D. C.



★ OUR cover design for this issue is a prize drawing. It was selected from 21 designs created for SCHOOL LIFE by members of the senior design class of the Massachusetts School of Art in Boston.

Last summer the Office of Education invited the Massachusetts School of Art to launch a project for a cover design on the theme of the Boston Latin School, whose three-hundredth anniversary has prompted the celebration of the tercentenary of secondary education of the United States. The drawings submitted were judged by a committee composed of H. P. Cammerer, Secretary of the Fine Arts Commission; F. A. Whiting, Jr., editor of the American Federation of Arts; G. A. McGarvey, of the Vocational Education Division; and William Dow Boutwell, editor of the Office of Educa-

tion. The jury gave first place to the design submitted by Miss Rose Mary Bryan. Its reproduction appears as our cover illustration of this issue. The Boston Latin School stands only two blocks from the Massachusetts School of Art.

Above are the three drawings receiving honorable mention: 1. James L. Green; 2. Viola Crouch; 3. Phyllis Wild.

This competition was carried on at the Massachusetts School of Art under the direction of Mr. Charles Edward Newell, principal, and Frank L. Allen, head of the design department. For several years the vocational education division of the State department of education has conducted at the school and throughout the State programs of vocational art education in industry and business.

Radio Off the Air

IS EDUCATION—in the widest sense of the term—receiving adequate consideration in our broadcasting system?

This was the question at issue during the recent extensive hearings before the broadcast division of the Federal Communications Commission.

Numerous witnesses testified. They agreed that the opportunity to contribute to general culture is radio's greatest potential service. They agreed, moreover, that radio is not performing its maximum public service and cannot until many problems are solved.

Not objectives, but the kind of system to reach the objectives, were the main source of disagreement.

Opponents of the present system emphasized that the educational-cultural service of our commercially operated broadcasting system was being neglected due to the profit motive. Defenders of the present system maintained that they were giving much time and consideration to education on the air and that they were willing and anxious to cooperate with any agencies that could assist them in performing a better public service.

The following are excerpts from a few of the statements:

Mr. Aylesworth has stated that the entire structure of broadcasting is based upon our ability to attract and retain the attention of the public. PAUL F. PETER, chief statistician, National Broadcasting Co. (hearings, p. 12301).

We soon realized that so-called commercialism was the logical legitimate and only means by which the public could be given the wealth of entertainment made possible by radio progress. LAMBDIN KAY, manager, radio station WSB (hearings, p. 10927).

I am advised that for the 12 months ending last June the national radio advertising bill exceeded \$65,000,000. CLYDE M. HADLEY, Federal Trade Commission (hearings, p. 351).

Through the intelligent and appreciative cooperation of commercial sponsors, we have also been able to present many programs of educational character to the audience. DON GILMAN, vice president, National Broadcasting Co. (hearings, p. 12556).

The present radio system has developed unusually skillful technique in making the microphone an effective instrument of public service. WILLIAM S. PALEY, president, Columbia Broadcasting System (hearings, p. 11161).

★ THUMBNAIL OPINIONS *From the Recent Hearings on Radio's Responsibility to Education—in its Broadest Sense; Compiled by Dr. Cline M. Koon*

A broadcasting service must be so balanced that in its schedule it offers programs directed to the majority interests, and to those of the worthy minorities alike in intelligent proportions.—WILLIAM S. PALEY, president, Columbia Broadcasting System (hearings, p. 11144).

The program structure of a successful station is one which may be said to resemble the revolving light on a landing field, casting its beam around a circumference ever so often. Throughout a day's run of broadcasting, a station should evolve a variety of programs, all of them brief, each different from its predecessor, so that every so often its beam quickens the interest and enjoyment of every mind in that heterogeneous mass embraced by its circumference.—CREDO F. HARRIS, manager, radio station WHAS (hearings, p. 10847).

Our program department, in all its many branches from coast to coast, is constantly striving to cater to the satisfaction of the mass audience, at the same time being very careful not to overlook the many smaller groups with tastes quite different from the mass, but who have advanced cultural ideals.—PAUL F. PETER, chief statistician, National Broadcasting Co. (hearings, p. 12304).

The general objective has been to deflect through the microphone the normal educational, social welfare, and other such related activities of the State.—DON GILMAN, vice president, National Broadcasting Co. (hearings, p. 12561).

It is obvious that persons or organizations whose radio activities are incidental to the major objective of their organization are not qualified by experience to prepare and present a series of programs which would maintain a high degree of listener interest. In these cases the personnel of the station cooperates in an endeavor to make the broadcast worth while.—HENRY A. BELLOW, National Association of Broadcasters (hearings, p. 681).

Education may get away with dullness if it is dealing with prisoners in a classroom. It cannot when men are free to turn from dull quality to interesting frivolity by a simple twist of the dial.—GLENN FRANK, president of the University of Wisconsin (hearings, p. 12706).

It behooves education and religion and all other classes interested to build good programs if they want a hearing.—LAMBDIN KAY, manager, radio station WSB (hearings, p. 10941).

The Columbia weighs carefully, to the best of its ability, the importance, timeliness, necessity, and interest to the public of the program under consideration, the acknowledged standing and authority of the group or individual under whose auspices it will be presented,

the content and method of presentation, and the technical qualifications of those taking part in its presentation; the available time not already committed to other groups and the requests already on hand but not yet scheduled.—FREDERIC A. WILLIS, administrative assistant to the president, Columbia Broadcasting System (hearings, pp. 11229 and 11230).

The President of the United States spoke on our system 25 times, for a total of 11 hours and 5 minutes. The nine members of the President's Cabinet appeared before our microphones for a total of 95 broadcasts, consuming exactly 40 hours' time. (Sept. 1, 1933, to Sept. 1, 1934).—FRANK RUSSELL, vice president of the National Broadcasting Co. (hearings, p. 12944).

We believe in real freedom, and we want our opponents to have the same freedom of expression by means of the radio or of the press that we ask for ourselves. We affirm that the radio would be sinning against the light if it should permit itself to be controlled for partisan or sinister purposes; if it should deny itself to the people on any social or economic issue, whatever it might be on which there were need that they should be informed. HAROLD L. ICKES, Secretary, United States Department of the Interior (hearings, pp. 13394-406).

It must be said in favor of the broadcasters that they are experimenting to the nth degree to give the public what they want. E. H. HARRIS, publisher, the Richmond Palladium, Richmond, Va. (hearings, pp. 13323-55).

Since 1922 between four and five billion dollars have been spent by the public on radio equipment for the home. PAUL KLUGH, president, Radio Manufacturers' Association (hearings, p. 12729).

The control and support of broadcasting should be such that the best obtainable of culture, of entertainment, of information of statecraft, shall have place on the air available to all the people. Official pronouncement of the National Committee on Education by Radio (hearings, p. 31).

I recognize the great values that radio has brought to American education, but I am also convinced that there are potential values that can never be secured without some modification in the present method of administration and control. FLOYD W. REEVES, personnel director Tennessee Valley Authority (hearings, p. 12683).

The charges that can be substantiated are these: The claims of minorities have been disregarded, the best hours have been given to advertising programs, the hours assigned to education have been shifted without notice, censorship has been imposed, experimentation has been almost nonexistent, and the

[Continued on page 111]

Twenty-five Public Forum Leaders

School Board Elects Group to Head Discussions



★ TWENTY-FIVE leaders, many of them internationally known, from the United States, Europe, and Asia, will appear on the Des Moines public forum schedule beginning September 17.

Announcement of this was made Friday by J. W. Studebaker, superintendent of schools, after the school board had elected the 25 leaders in special session.

Neighborhood, central, and city-wide forums will be held in 26 locations throughout the city. The list includes senior high, junior high, and grade school buildings, also the city library, Younkers Tea Room, Hotel Savery, and Roadside Settlement.

Luncheon meetings

All forum sessions will begin at 7:45 p. m. with the exception of the noonday-luncheon meetings.

The superintendent mentioned also that the practice of taking 15 or 20 minutes at neighborhood and central forum meetings to discuss "spot news" will be continued on a larger scale than ever. He explained that this feature is in addition to the regular lecture and discussion.

Details

Details of the three classes of forum meetings were given by Studebaker as follows:

1. Neighborhood forums will be in 20 locations and will continue for a period of 36 weeks. There will be a meeting in each neighborhood forum center every 2 weeks.

2. Central forums will be each week for 26 weeks. Locations will be 4 senior high schools, 5 junior high schools, city library, and Younkers Tea Room. Each central forum leader will be here from 3 to 6 weeks.

3. City-wide forums will be each Monday evening from November 2 to March 4. Meetings will be rotated among the four senior high schools, and a special speaker will be brought here for each meeting. No other evening forums will be scheduled on those Monday evenings to compete with the city-wide forums.

The plan of having a panel of citizens and resident forum leaders on the stage will be continued. They will engage the

city-wide forum leader in discussion following presentation of his subject.

Studebaker reiterated that the sole aim of the public forums is to stimulate intelligent, democratic, and full discussion of all important aspects of problems common today.

There are no fees, no assigned textbooks to be read, no tests or examinations, and that any citizen may attend any or all forum meetings.

"But this most recent innovation in community-wide adult education, this people's university devoted to the study of social management, the public forum, has made of the entire city an arena of intellectual stimulation in which conflicting interests and points of view, misunderstandings, and the intolerances of political,

WHAT *Des Moines* citizens can look forward to this winter. How would you like to see an announcement like this from the September 7 *Des Moines Tribune* in your local newspaper?

social, religious, and racial prejudices may, through careful examination and interpretation of facts, through discussion and debate, be welded into that kind of compromise and understanding without which progress in an interdependent society is impossible.

"During the last year and a half, that is during 56 weeks of the last 2 school years, 118,000 people have attended the 924 forum meetings held in Des Moines. These people naturally possess all shades of opinion.

"They represent many religions, political parties, races, occupations, and categories of social and economic status. Yet they met peaceably, with critical and open minds and with desires to be mutually helpful, thus demonstrating not only that they have attained a high level of civility in social interrelationships, but also that they have a capacity and a desire for continued educational growth.

"Achieved freedom

"These are evidences that Des Moines has really achieved freedom of speech. Our citizens are not afraid of ideas; they

see the value of exploring new proposals and the dangers of blind acceptance or rejection; they believe in and know how to practice democracy."

Speakers

Resident forum leaders who will be here for periods varying from 3 to 36 weeks each will be:

Carroll H. Wooddy, Chicago, Ill., author and educator.

William McAndrew, Setauket, N. Y., educator.

Paul Scharrenberg, San Francisco, Calif., labor official.

Louis Anspacher, New York, N. Y., dramatist and author.

Peter H. Odegard, Columbus, Ohio, professor of political science.

Hubert Phillips, Fresno, Calif., professor of social science.

Alden G. Alley, Newark, N. J., professor of history.

Hubert Herring, New York, N. Y., diplomat.

Walter Kotschnig, Austria, editor.

Leon Whipple, New York, N. Y., journalist and teacher.

Pierre de Lanux, Paris, France, director, League of Nations.

Chih Meng, New York, N. Y., associate director of China Institute in America.

Frank O. Darvall, London, England, lecturer in history.

City-wide forum leaders who each will appear here only one evening during the forum year will be:

Fred Henderson, London, England, British Socialist and economist.

Lawrence Dennis, New York City, author and lecturer.

Bruno Roselli, New York City, Italian author and exponent of fascism.

Albert E. Wiggam, New York City, popular author of science subjects.

Lewis Browne, New York City, author.

F. S. Diebler, Chicago, Ill., economics professor.

Mordecai Johnson, Washington, D. C., university president.

W. F. Ogburn, Chicago, Ill., sociology professor.

Anna Louise Strong, Moscow, Russia, editor.

Louis Murphy, Dubuque, Iowa, United States Senator.

L. J. Dickinson, Algona, Iowa, United States Senator.

Bureaucracy, Good or Bad?

An Outline for Public Forum Discussion

(Editor's note: Dr. Carroll H. Woody, Des Moines public forum leader, outlines in the following paragraphs how complex subjects are broken down to permit citizens to study and better understand the subject. The outline below is the first of Mr. Woody's four public forum topics concerning critics and criticisms of the New Deal.

The outline of lecture no. 1, *Current Fears of Federal Bureaucracy*, follows:

A. Summary of Points Made

1. *Definition of the issue.*—Bureaucracy is not essentially a "form of government", since general laws passed by the legislature must be applied to individuals by the administrative branch. Administrative agencies or "bureaus" inevitably have to exercise a certain amount of discretion. Thus under normal circumstances the individual citizen finds himself from time to time subject to the rule of bureaucrats and bureaucracy. If such administrative officials act in a manner which is capricious, arbitrary, and undemocratic the citizen does not have any very adequate remedies.

2. *Why is the issue important now?*—Spokesmen for the Republican Party and other opponents of the New Deal point to the greatly increased powers of the President and the expansion of the number of Federal employees as indicating that "bureaucratic oppression" is menacing our constitutional liberties. This charge has been formulated in the public utterances of such Republican leaders as Senator Borah, Chairman Fletcher, and former President Hoover.

3. ARGUMENTS PRO AND CON

Bureaucracy Is a Present Peril

(1) More power has been conferred upon the administration than it ever before possessed, e. g., (a) to fix the value of money, (b) to levy taxes, (c) to control agricultural production, (d) to regulate business and labor relations, (e) to alter tariffs, (f) to set up corporations and engage in business.

(2) Congress has become little more than a "rubber stamp." In effect we now have an executive autocracy in which orders issued by officials have the force of laws passed by Congress.

Bureaucracy Is Not a Present Peril

(1) The granting of new powers to the administration was absolutely necessary if the depression were to be conquered.

(2) Increasing the amount of discretion allowed to the administration strengthens rather than weakens Congress, by giving it time to discuss broad issues of policy. Congress did not "abdicate", but spent many months in carefully formulating the New Deal program.

(3) The citizen has no remedy against arbitrary and capricious decisions of the new "bureaucrats." Officials of such agencies as the N. R. A. and A. A. A. can and have changed their minds frequently about the rules that citizens must obey. Under such conditions how can we answer the question: "What, then, is the law?"

(4) Since bureaucrats seldom surrender power save under compulsion, the new agencies created recently are likely to be permanent. This will lead us almost inevitably to some form of dictatorship.

(5) The "New Deal bureaucracy" is incompetent, largely because appointments have been made for political reasons. The "spoils system" has been given a renewed lease of life. "Deserving Democrats", rather than men chosen solely for competence, man the New Deal agencies.

(6) The ever-present danger is that conditions may be tolerated as necessary in the emergency which will in the end destroy our constitutional system, and with it the American contribution to democracy.

(3) While errors have been and are being made in applying New Deal measures, many of these are due to haste and are being corrected. There are well-known principles of administration based on experience which, if followed, will adequately protect the public against abuse of power by bureaucrats.

(4) Many New Deal measures ought to be permanent. Nothing has been done to abridge the right of the electorate to express their verdict at the polls. They can reverse present tendencies by electing a President and a Congress hostile to the New Deal.

(5) While political reasons have been given consideration in filling many New Deal posts, there has actually been greater impartiality and non-partisanship than ever before.

(6) Those who raise this issue are not really so concerned about bureaucracy as such as they are in preventing Government interference with business. This issue is really only a flank attack upon the New Deal.

CONCLUSION

4. If we understand this issue, it is possible for us to form our own opinions about it. If past tendencies are a guide to the future, there is not likely to be much, if any, reduction in the functions of the Federal Government. In this case, we will continue to have a large Federal bureaucracy. The dangers of irresponsible bureaucracy are real. On the other hand, weakening of the Federal Government may open the door to confusion and anarchy. If we are to retain "bureaucratic" methods, we must be alert to the necessity of securing efficiency, and must insist upon the establishment of safeguards which will prevent the officials of the administration from becoming capricious, arbitrary, and undemocratic.

Aiding College Students

NO LOANS of any description are advanced to college students through the Federal Government. Although many requests are received through the different governmental agencies for such loans, none are available through Uncle Sam.

Other aid, however, is extended to college students in the amount of nearly 14 million dollars for the current college year. This has been requested by and allocated to 1,482 non-profit-making colleges and universities. Student applications for a share in this aid are made directly to the college in which the student is registered or expected to register.

These relief funds, administered through the Educational Division of the Federal Emergency Relief Administration (F. E. R. A.), have been authorized for a program of part-time employment for college students from September 1, 1934, to the end of the academic school year in June 1935. Up to November 14, 1,482 colleges and universities have been granted a monthly allotment of \$1,422,755 which is paid by the F. E. R. A. to the State emergency relief administrations, which in turn transfer the funds to each institution participating in the program.

All non-profit-making institutions of a collegiate or university character are eligible for these funds, and the monthly allotment is \$15 for each student in a quota, representing 12 percent of the enrollment of full-time students of college grade as of October 15, 1933. The president of the college is held responsible for the program in his institution.

The college president, in applying for these funds makes an affidavit to the effect that his institution is of collegiate or university character; that it requires at least the equivalent of high-school graduation for admission; that it is non-profit in character as attested by the fact that its regular educational buildings and grounds are exempt by its charter from local taxes; that student employment funds will be used to pay students for doing socially desirable work, including the sort customarily done in the institution by students who are working their way through college; that relief funds will not be used to replace college funds

★ HOW THE Federal Government Is Helping Those Registered in 1,482 Institutions of Higher Learning Pay Their Way, by Walter J. Greenleaf

heretofore available for student aid; and that the allotment will be used to provide jobs in addition to those customarily provided by the institution. Students must be of good character, and able to do high grade work in college.

The 1935 Educational Directory of higher educational institutions lists 1,662 colleges and universities which are further classified as follows:

Group 1.—4-year degree-granting colleges and universities offering liberal-arts subjects.....	644
Group 2.—Independent professional schools which are degree-granting but specialize in professional subjects.....	247
Group 3.—Teachers Colleges—4-year degree-granting institutions specializing in the training of teachers.....	158
Group 4.—Normal schools with teacher-training courses of 2 or 3 years and do not grant degrees...	80
Group 5.—Junior colleges—do not grant degrees but maintain college courses of 2 years' duration.....	426
Group 6.—Negro colleges of all types.....	107

Total—All higher educational institutions.....1,662

Four fifths of the higher educational institutions of the country have shown approval of this program by requesting

¹ In addition there are numerous 1-year colleges and institutions with very small enrollments not included.

F. E. R. A. funds for student aid. Since this is true, it is of more interest perhaps to consider some of the types of institutions that do not participate in the program.

All of these institutions except 339 receive monthly allotments of F. E. R. A. funds. Of group 1, thirty-six 4-year colleges in the continental United States do not participate; 23 are women's colleges, 10 are men's colleges, and 3 are coeducational. No publicly controlled institutions are among these; 22 are controlled by the Roman Catholic Church, 10 are privately controlled, and 4 are controlled by the Protestant Churches. These are mainly Eastern institutions which are generally able to provide scholarships for their needy students; enrollments are limited, student expenses are relatively high, and self-help activities among the students are considered sufficient for the need.

Of the *professional schools* (group 2) 149 have not asked for F. E. R. A. student aid funds. These include numerous private law schools, conservatories of music, a few theological schools, evening colleges, and institutions with collegiate work in special subjects. Many of these

Student Aid Program in Colleges

[F. E. R. A. Funds as of Nov. 14, 1934]

Type of college	Number in educational directory—1935	Number not participating	Number receiving F. E. R. A. aid	Quota of students	Monthly allotment
College or university.....	644	41	603	64,984	\$974,735
University department.....			21	921	13,815
Professional school.....	247	149	98	3,947	59,205
Teachers college.....	158	7	151	11,322	169,830
Normal school.....	80	40	40	1,332	19,980
Junior college.....	426	89	337	8,428	126,420
Negro college.....	107	13	94	2,576	38,640
All other.....	0		138	1,342	20,130
Total.....	1,662	339	1,482	94,852	1,422,755

NOTE.—These figures include outlying territories.

are not tax exempt and therefore not eligible for F. E. R. A. funds. Others are evening schools with no quota of "full-time" students, and for that reason are not eligible for F. E. R. A. funds.

Most of the *teachers colleges* group (3) draw monthly allotments; the 7 which do not participate are mostly privately controlled.

Half of the *normal schools* (group 4) do not participate; 24 are privately controlled, 12 are city institutions, and 4 are church schools; 30 are exclusively for women, 9 are coeducational, and 1 is for men.

A fifth of the *junior colleges* (group 5) do not participate; 49 are privately controlled 18 are city institutions, and 22 are church schools; 40 are exclusively for women, 31 are coeducational, and 18 are for men.

All except 13 of the *Negro colleges* (group 6) participate in the funds; these are coeducational except 1 for men.

In addition to the institutions thus far considered, there are 138 schools which participate in the student-aid program. These are of collegiate grade but not listed in the educational directory because they maintain less than 2 years of college work or because they are special schools above high-school grade but not listed as higher educational institutions. These include over a score of county normal schools in Wisconsin, and an equal number of very small colleges, 58 one-year or small two-year junior colleges, 13 small theological schools, 10 industrial and technical schools, and a dozen miscellaneous special schools of art, music, pharmacy, optometry, chiropody, speech, military science, etc. Altogether 1,482 colleges are receiving Federal money for student aid.

In the small college the work of administering these funds is simple. Students are readily placed at work on a wide variety of projects which are necessary and worth while and which could not be done without money from an outside source.

In the larger universities, however, the business of administering these funds is more complex. When 5,000 students apply for 2,000 jobs there is the work of separating out those who would be able to remain in college without this aid and those who cannot get along without it. A sort of personnel file on each student is the first step in determining the genuineness of student need. These statements are then vouched for by responsible persons in the student's home community. The student indicates in addition to the state of his finances and his home responsibilities, the nature of work that he would like to do. The dean or faculty committee in charge canvasses the faculty

members for opportunities and proposed projects, and the type of student assistance desired. Matching up these two files is a matter usually adjusted by a special committee. Student transfers from one type of work to another are allowed in most colleges, and in general the committee endeavors to satisfy both student and immediate supervisor.

College presidents were recently asked to express themselves as to the value of the F. E. R. A. student-aid program. Of 74 replies, 64 believed the present method of relief is suitable; 58 thought it permanently helpful to colleges; and 62 felt that permanent benefit accrues to students thus aided. Those who favor the program feel that it furnishes help for young men and women at a critical period in their lives when they are finishing high school. It increases the general morale of students by alleviating constant fear of financial stringency which has led to a feeling of discouragement and has interfered with their college work.

In Ohio where 56 colleges and universities are participating in the F. E. R. A. program 86 percent of the students are working on the campuses, and 14 percent are working off campus in the various city, county, and State agencies including public schools. Work on the campus is what might be expected—clerical work in the various offices, library, and museum work, assisting in laboratories, various types of research on specific research projects, assisting professors as readers, etc., and miscellaneous jobs as custodians, work on construction and repair of classroom equipment, art work, publicity, and helpers of various sorts. Work off the campus has been chosen with a view to social and educational values to the students. Some of the agencies which receive the benefits of F. E. R. A. student help include: City hospitals, public libraries, recreation commissions, city offices, community landscape squads, county relief administration agencies, farm-and home-protective committees, health commissions, State emergency schools, welfare departments, planning boards, departments of education, and State libraries. The public schools also profit through having students assigned as library helpers, piano accompanists, tutors, play supervisors, and as helpers and assistants in various departments. Students are also assigned as leaders and aids in boy and girl scout work, Y. M. C. A., Y. W. C. A., settlement help, churches, Red Cross, clinics, and other local organizations. Unique and unusual opportunities are open to college students in 1934-35 through the aid of the Federal Government.

Radio Off The Air

[Continued from page 107]

financial support of educational broadcasting has been limited and erratic. ROBERT HUTCHINS, president, University of Chicago (hearings, p. 13190).

Broadcasting is considered as primarily an informational, educational, and cultural function and not primarily as a commercial advertising medium, in all countries except our own. ARMSTRONG PERRY, director, Service Bureau, National Committee on Education by Radio (hearings, p. 284).

Even if we are right in every other way, the American system makes difficult, if not impossible, the financing of educational, cultural, or public welfare broadcasting. JAMES N. RULE, State superintendent of public instruction, Pennsylvania (hearings, p. 13271).

I think it is much more expensive to maintain a program than it is to maintain a station. JOSEPH E. MADDY, assistant State supervisor of music, Michigan (hearings, p. 12622).

A good educational program must, we have found, possess certain marked characteristics: (1) There must be continuity of personality; (2) the subject must be of immediate interest; (3) it must be live, vital, terse, and so economical of time. FRANKLIN DUNHAM, educational director, National Broadcasting Co. (hearings, p. 12494).

We are asking for an opportunity for millions of listeners to hear programs of information, instruction, and entertainment free from advertising, programs that are instructive in character. ARTHUR G. CRANE, president, University of Wyoming (hearings, p. 168).

Listener interest to programs specified as charitable, civic, educational, public health, religious, and political, so that the response depends almost entirely upon the skill with which the program is presented. ALFRED J. MCCOSKER, former president, National Association of Broadcasters (hearings, p. 10921).

People still have to be educated to like educational programs. CARL HAVERLIN, sales manager, radio station KFI, Los Angeles, Calif. (hearings, p. 11000).

If educators and broadcasters could work together harmoniously in the development of a great Nationwide educational program, merging the sound educational experience of the educators with the practical entertainment techniques of the broadcasters, the public would be served. WATSON DAVIS, director, Science Service (hearings, p. 11266).

It has always been, and continues to be, our belief, based on an experience of over 9 years in the broadcasting business, that broadcasting stations could not build such programs alone; this work must be done by the educational institutions—cooperating with the stations. H. K. CARPENTER, manager, radio station WHK (hearings, p. 740).

We sincerely believe that many of the problems in this field must be solved by cooperation rather than legislation, although legislation should keep pace with the advancement of the art. JOHN W. STUDEBAKER, United States commissioner of education (hearings, p. 13683).

There is still much to be desired and much to be deplored, but as a good American, I have a firm belief in the power of democracy to work constantly for finer and better results, and it will always be the voice of the people that must govern all efforts in this direction. FRANK J. BLACK, general musical director, National Broadcasting Co. (hearings, p. 12323).

National Planning in Education

THE people of a nation have the right to use in the training of their young any of the agencies which they have set up to handle their public affairs. While those agencies are differently arranged in the many countries, they follow the general pattern of one central or national body to take care of the businesses that are the concern of all and a governmental machine for each of the first subdivisions such as states, provinces, departments, counties (Denmark), prefectures (Japan), banovinas (Yugoslavia), and liwas (Iraq). These in turn are followed by more numerous groups of public officials to do the work of the second subdivisions, variously named counties, municipalities, communes, districts, etc. Third and even fourth subdivisions like villages, townships, towns, and qadhas also may carry on certain public activities through persons chosen for that purpose.

The public business of education may be assigned to any of these agencies, national, first, second, third, or fourth subdivisional or be permitted to remain in private lay or sectarian hands. In actual practice it is not given *in toto* to any of them. Each nation as it grew and changed, worked out for itself combinations by which some of the privileges and responsibilities of training the youth were allotted to certain public official groups, others to other groups, and the part that private effort may have is more or less clearly defined. The amount and finality of authority in education that goes to any group varies much among the nations in its large phases and infinitely in its details.

Canada, India, Australia, Switzerland, and the United States of America, trust education to the first subdivisions and there share their duties with smaller civil units. In the first three countries named the policy is carried consistently to the point that funds for education do not flow through the national treasuries. The New Zealanders pursue an almost opposite plan and intrust nearly all education matters, including financing, to their national employees. These are marked instances: Combinations of authority are the rule and are mainly national and communal in Belgium, national, academical, and communal in

★ JAMES F. ABEL, *Foreign Schools Specialist, Reports* *How Many Countries Have Included Planning for Education as a Part of Their General National Planning*

France; national and borough or municipal in England; and national, state, and municipal in Mexico.

If the National Government has chief control of education, it must plan its activities in that respect; to refuse or neglect the duty would be denying one of the reasons for its own existence. History records many instances of national planning that were noble in their concepts and practical and remarkably fruitful in their application. Hermann Bonitz and Franz Exner worked out in 1848 the famous *Organisationsentwurf* (organization plan) for secondary schools which was adopted and nationally enforced in Austria and Hungary by the Austrian ministry of education. The *Entwurf*, extremely unpopular in Hungary at the time of its inception and some years later, is now written of by Hungarian educators in such tones as these:

Its sections on organization and pedagogy permanently and beneficially influenced Hungarian secondary education.

It compelled school supporters to do their utmost to raise the level of schools by obtaining more teachers, giving them better training, and providing satisfactory school buildings and equipment.

It defined the task of instruction in the gymnasium which stands the test to this day.

Three-quarters of a century ago it laid the foundation of the modern Hungarian secondary school.

Hungarian secondary schools are among the best in Europe. Later (1868) Baron Joseph Eötvös, then minister of education, secured the enactment into law of a fine plan of elementary education in Hungary. It worked out well and in its main features is still in effect.

Nationally, François Guizot the great historian, in 1833, and Jules Ferry and Ferdinand Buisson (1883) planned elementary education in France. Sir Francis Kay-Shuttleworth planned for England and Wales (1843-49) and did it so soundly that his impress on elementary education and teacher-training in that country is still strong indeed. The report of the

British Schools Inquiry Commission in 1868 and of the Bryce Commission, of which Lord James Bryce was chairman, in the nineties, are two other examples of English national planning in education. President Faustino Sarmiento, in the late sixties and early seventies, framed for education in Argentina the outlines on which much of its present effectiveness is based. President Juarez of Mexico had tried something similar in 1858 but the Mexican constitution of 1853 lessened the good that his efforts might have done.

Those are a few of the older schemes, labelled as visionary at the time of course, but proved now to be sound and workable. We shall turn to some later examples. Since 1924 the Consultative Committee of the Board of Education has been working painstakingly on national plans for education in England and Wales and its suggestions are being put, not hurriedly but carefully, into practice.

Giovanni Gentile, some 12 years ago, set out the changes that should be made in the school system of Italy, a system that grew on the foundations placed by the Casati Act of 1859. The Chinese national government is tackling the very extensive work of providing a system of education and to that end asked the advice, which was given, of a committee of the League of Nations. The Government of Mexico is going directly and rapidly ahead with its education schemes, some of them so unusual and apparently so successful that they are attracting attention in many other countries. The peoples of Turkey, Iraq, the Union of Soviet Republics, Poland, the Irish Free State, Czechoslovakia, Finland, Estonia, Latvia, Lithuania, and of other countries saw, when they faced the changed conditions following upon and resulting from the World War, that they must shape their own destinies and included planning for education as a part of their general national planning.

Want to Know About School Laws?

DURING the next few weeks, several thousands of educational bills will go into the legislative hopper of the various States. Readers of *SCHOOL LIFE* interested in these bills may wish to know what services on school law and legislation are available from the Federal Office of Education.

By correspondence, consultation, bulletins, and circulars, the influence of the Office of Education school-law service reaches out to schoolmen, legislators, and laymen everywhere.

Through laws, ideals and reforms are translated into action. Realizing this, citizens who are eager to improve their schools write to the Office of Education. They write asking advice on their problems. They write asking information on what legal measures other States and communities have taken to improve school service.

The following few examples illustrate the problems which are frequently presented to the Office of Education and the kind of service rendered:

1. A State school official, in devising legislation for larger school units in his State, wants information showing how other States have adjusted assets and indebtedness of consolidated districts. This school official receives, in reply, information showing how some other States have dealt with the problem, including excerpts from a number of State laws governing the adjustment or funding of indebtedness of consolidated school districts.

2. A State legislator wants information to assist in drafting a satisfactory teacher-tenure law. This legislator is told which States have such laws. He is supplied with the text of what is regarded as very well developed State teacher-tenure laws, as well as with a list of basic principles set forth by students of teacher-tenure legislation.

3. A woman writes from a sparsely-settled prairie region in behalf of children who are without educational facilities. She wishes to secure educational rights of these children. In reply this correspondent gets excerpts from the school law of her State, together with other information to assist her in presenting more effectively

★ LEGISLATURES Meet This Winter. Ward W. Keesecker Explains the Services Rendered by the Office of Education to Those Working on New Educational Laws

the problem for appropriate State or local school officials.

4. A national legislative organization requests information which will assist efforts being made in a particular State to facilitate the adoption of the county school unit. Information is furnished which indicates how a few other States have dealt with the problem, and how legislation has been devised to effect the administration of other functions of government in larger units.



Ward W. Keesecker.

In addition to school-law problems put to the Office of Education, every mail brings questions to be answered:

What are the legal requirements for teacher certificates in different States?

What States have laws providing teacher-retirement systems?

What States have teacher-tenure laws?

How are State superintendents of education chosen?

How many States require teachers to take an oath?

What States and cities prohibit employment of married women teachers?

What States require Bible or religious instruction in public schools?

What States forbid the teaching of evolution?

What States have county unit systems for schools?

How many States require free textbooks?

What States require school attendance until 18 years of age?

To the Office of Education come many school-law and administrative problems, the solution or determination of which are beyond its jurisdiction. For example the operator of a delicatessen store complains because a newly established school cafeteria has ruined his trade. Another man objects because his school is abandoned and consolidated with an adjacent school community. A teacher complains because she was unjustly dismissed from her position. Many want the teaching of the Bible or the Constitution in the public schools. Some complain because pupils, under certain conditions, are required to pay tuition to attend school. Local school controversies or problems of this type are outside the scope of the Federal Office of Education.

The school-law service of the Federal Office of Education does not offer any particular law or bill as a model for legislative approval in the different States. Moreover, in the rendering of school-legislation service, it is not assumed that there is on the part of the Federal Government, or the various State governments, a consciously defined theory of the exact relationship of the respective States to education, or that any school legislation or system is perfect.

While school legislation may not be an exact science, it need not be a *trial and error* method. It is logical to assume that a legislature having tried a method or system for schools which has proved inadequate is not precluded from trying another, and that constructive school legislation is a progressive enterprise. By a study of the school laws in different States, together with the results they produce, it is possible to formulate school legislation mainly on the basis of the experience of other States.

[Continued on page 118]

Educators' Bulletin Board



Meetings

- AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. Philadelphia, Pa., April 5 and 6.
- AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS. Raleigh, N. C., April 16-18.
- AMERICAN COLLEGE PERSONNEL ASSOCIATION. Atlantic City, N. J., February 20-23.
- AMERICAN HUMANE EDUCATION SOCIETY. Boston, Mass., January 22.
- AMERICAN INSTITUTE OF ELECTRICAL ENGINEERS. New York, N. Y., January 22-25.
- AMERICAN MEDICAL ASSOCIATION, COUNCIL ON MEDICAL EDUCATION AND HOSPITALS. Chicago, Ill., February 18-19.
- ASSOCIATION OF COLLEGE PRESIDENTS OF PENNSYLVANIA. Harrisburg, January 25.
- ASSOCIATION OF VIRGINIA COLLEGES. Lynchburg, February 8-9.
- INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN. Baltimore, Md., February 21-23.
- MINNESOTA SCHOOL BOARD ASSOCIATION. St. Paul, Minn., February 6-8.
- MISSOURI STATE SCHOOL ADMINISTRATIVE ASSOCIATION. Columbia, Mo., February 7 and 8.
- NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING. Atlantic City, N. J., February 24-26.
- NATIONAL ASSOCIATION OF REGIONAL STANDARDIZING. Atlantic City, N. J., February.
- NATIONAL ASSOCIATION OF SECRETARIES OF STATE TEACHERS ASSOCIATIONS. Atlantic City, N. J., February 25-26.
- NATIONAL ASSOCIATION OF TEACHERS AGENCIES. Atlantic City, N. J., February.
- NATIONAL COMMITTEE ON EDUCATION BY RADIO. Washington, D. C., January 21.
- NATIONAL COUNCIL OF SUPERVISORS OF ELEMENTARY SCIENCE. Atlantic City, N. J., February 25.
- NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. Atlantic City, N. J., February 22-23.
- NATIONAL EDUCATION ASSOCIATION. Atlantic City, N. J., February 23-28:
Department of deans of women. Feb. 20-23.
Department of rural education. Feb. 20-23.
Department of secondary school principals. Feb. 20-23.
Department of superintendence. Feb. 23-28.
Department of supervisors and directors of instruction.
Department of teachers colleges.
- NATIONAL FEDERATION OF STATE HIGH-SCHOOL ATHLETIC ASSOCIATIONS. Atlantic City, N. J., February 25.
- NATIONAL HEALTH COUNCIL. New York, N. Y., January.
- NATIONAL HONOR SOCIETY OF SECONDARY SCHOOLS. Atlantic City, N. J., February.
- NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Atlantic City, N. J., February.
- NEBRASKA COUNTY SUPERINTENDENTS ASSOCIATION. Lincoln, January 22-24.
- PRIVATE SCHOOL ASSOCIATION OF THE CENTRAL STATES. Chicago, Ill., March 15 and 16.
- PROGRESSIVE EDUCATION ASSOCIATION. Washington, D. C., February 21-23.
- SECONDARY EDUCATION BOARD. Andover, Mass., February 15-16.
- WASHINGTON STATE SCHOOL DIRECTORS ASSOCIATION. Olympia, week of February 10.

WESTERN ARTS ASSOCIATION. Chicago, Ill., Apr. 3.

WOMEN'S PROFESSIONAL PAN-HELLENIC ASSOCIATION. New York, N. Y., February 1-3.

MARGARET F. RYAN

Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan.

BROWN, MARION HUBERT. Some factors causing teacher turn-over in schools of the United States. Master's, 1933. University of Colorado, 46 p. ms.

CARTER, RUTH H. Vitalizing the teaching of contemporary children's poetry. Master's, 1934. Boston university. 108 p. ms.

CLARKE, HELEN. A study of the college training of the hospital dietitian. Doctor's, 1934. Teachers college Columbia university. 96 p.

COE, ROGER LEHEW. Predicting first year high school success in a county school system. Doctor's, 1934. George Peabody college for teachers. 52 p.

DEAHL, MARTHA K. A study of the library facilities in the schools and in the homes of Union district, Monongalia county. Master's, 1934. West Virginia university. 43 p. ms.

DORAISWAMY, CHINNISIL. An analysis of reading difficulties among the blind children in primary grades Master's, 1934. Boston university. 63 p. ms.

FISHER, MARY S. Language patterns of preschool children. Doctor's, 1933. Teachers college, Columbia university. 88 p.

FOSTER, FRANK C. Field work and its relation to the curriculum of theological seminaries. Doctor's, 1932. Teachers college, Columbia university. 103 p.

FRANDSEN, ARDEN. An eye-movement study of objective examination questions. Doctor's, 1933. University of Minnesota. Genetic psychology monographs, 16: 80-138, August 1934.

GORBY, JOHN H. Relative value of high-school subjects from the point of view of high-school graduates. Master's, 1934. West Virginia university. 57 p. ms.

MADDY, IRVIN S. An evaluation of the relative effect on progress in first-year algebra of study, preceding recitation versus recitation preceding study. Master's, 1934. West Virginia university. 60 p. ms.

MARKS, LOUIS. The selection, appointment, and promotion of personnel in a large city-school system. Doctor's, 1933. New York university. 353 p. ms.

MORRISON, ANNE H. Women and their careers: a study of 306 women in business and the professions. Doctor's, 1934. Bryn Mawr college. 117 p.

PISTOR, FREDERICK. A comparative study of the growth of children under traditional and progressive practices. Doctor's, 1933. New York university. 204 p. ms.

STEWART, HUGH H. A comparative study of the concentration and regular plans of organization in the senior high school. Doctor's, 1933. Teachers college, Columbia university. 64 p.

STRATTON, J. MAURICE. An investigation of the possibilities of a county-unit plan of school administration in Montgomery county, Pennsylvania. Master's, 1934. Temple university. 105 p. ms.

RUTH A. GRAY

New Books and Pamphlets

Vocational Guidance

New Careers for Youth; today's job outlook for men and women from 17 to 32, by Walter B. Pitkin. New York, Simon and Schuster [c1934] 236 p. \$1.50.

The result of continuous investigations of changing vocational opportunities.

Occupations and Vocational Guidance, a source list of pamphlet material, comp. by Wilma Bennett. New York, The H. W. Wilson Co., 1934. 85 p. mimeog. \$1.25.

Arranged alphabetically by the names of organizations from which materials may be obtained, with subject index; priced.

University Administration

Aspects of Land-Grant College Education, with special reference to the University of Minnesota, by Palmer O. Johnson. Minneapolis, The University of Minnesota press, 1934. 271 p. \$2.50. (College problems series.)

Contents. Pt. I, Fiscal aspects; Pt. II, Facilities of land-grant institutions; Pt. III, Enrollment trends in higher education; Pt. IV, The student body of a land-grant division; Pt. V, The human product.

Housing College Students, prepared by Kathryn McHale and Frances Valiant Speck . . . Washington, D. C., American Association of University Women, 1934. 96 p. \$1.50.

Papers presented at the Conference on the Housing of College Students and supplementary material on housing plans in effect at a number of colleges and universities.

Aids to Teaching

Bookbinding Made Easy, by Lee M. Klinefelter. New York, Chicago, The Bruce Publishing co., [c1934] 84 p. illus. \$1.00.

A practical manual which simplifies bookbinding and places this craft within the range of junior high school activities.

Cornell Rural School Leaflet. Teachers' number, Sept. 1934. Ithaca, N. Y., New York State College of Agriculture at Cornell University, 1934. 64 p. illus.

Specific suggestions to teachers of science, graded and seasonally arranged; develops one-half of the total units suggested.

SUSAN O. FUTTERER

THE DOME OF THE CAPITOL



[Architecture is frozen music.
GOETHE]

I have not yet found the cadence
Of the song of the Capitol's Dome.

It is a long slow measure;
The swing of the decades is in it
And its beat is the timing of generations.
It is a long slow cadence
That poets have not found.

And I know they never shall find it,
They shall not travel far enough,
They shall not live long enough
To come to the end of that measure.

It is somewhere beyond the gamut of
[voices,
Beyond the notation of music,
Beyond the octameter's roll.

The patience of Lincoln is in it,
The gravity of judges deciding great
[causes,

The thunder of Webster is in it
Speaking to senates,
And the wisdom of Washington
Speaking to nations.

It is a long, slow measure,
Slow as the plodding feet of oxen
As they bend their great shoulders
To the weight and the freight
Of covered wagons moving westward
Toward the setting of the sun.

The Atlantic, the Pacific
Are in it,
Deep calling to deep.
The Rockies are in it
Echoing gravely and surely
Over measureless prairies
The Alleghenies' antiphonal chorus.

The rhythm of paddles is in it,
Paddling canoes
Up the St. Joseph,

Down the Ohio,
Up the Missouri,
The long strong sweep of the paddles
of pioneer men—
It is a long slow cadence,
Slow as seedtime and a lingering harvest,
Slow as the growing of oak trees,
Slow as the movement of centuries.
Sometimes it seems like the soft lullaby
Of a mother as her babe falls asleep.
Sometimes I hear in it
The roll of the Oregon,
The roar of Niagara,
The winds of the Yukon,
The hush of the forests,
The silence of stars,
The taciturn march of the stars.
And again it brings to my ears
The long overtones of the past
Echoing far into the future.

*When in the course of human events—
We, the people of the United States—
The Union, it must and shall be pre-
served—
A just and lasting peace among ourselves
And with all nations—
Nor take from the mouth of labor
The bread that it has earned—*

Words—
Sharper than swords,
Greater than greed,
Words for the writing of judgments,
Words for the healing of nations
Forged on the anvil of God.
And when I hear all these voices
This multitudinous music
Of acorns and oak trees,
Of lovers and roof trees,
Of millions of women and men
Joining the centuries' chorus,
I know that the voice of each singer
Will sometime stop singing,
But that song with a measureless measure
Will go on—
On past spring time and seed time,
On past war time and peace time,
On with a swelling crescendo,
On to a grand diapason,
On—
I know that song will go on.

SAMUEL B. PETTENGILL, M. C.

The foregoing poem, dedicated to the President of the United States, written by Hon. Samuel B. Pettengill, Member of Congress from Indiana, has received wide recognition throughout the United States. To introduce it to educators "because of its literary excellence and its incentive to patriotic thoughts in the minds of the young", a copy of the poem was submitted for publication in *SCHOOL LIFE* by Hon. Louis Ludlow, Member of Congress from Indiana, and personal friend of Congressman Pettengill.

Schools Report



"SOME Light on Facts Pertaining to Public Education in Delaware" is the title of an attractive bulletin published by the department of public instruction of that State. It includes topics on the curriculum, the schools and social problems, the schools and business, and school costs.

At the November election this year 84 of the city and exempted village school districts and 715 of the other school districts in Ohio voted on special levies for current expenses. The levy was voted in 56, or 67 percent, of the cities and villages; and in 464, or 65 percent, of the other school districts.—Circular compiled by T. C. Holy, Bureau of Educational Research, Ohio State University.

"Michigan's Public Schools" is the title of a manual prepared cooperatively by the Michigan Education Association and the State Department of Public Instruction.

The Wyoming Education Association in its bulletin no. 3, Equalization and School Administrative Units in Wyoming, published in October 1934, shows that if the county in that State were made the unit of school administration and control, the problem of equalization would be greatly simplified. Under this plan the present ratio of the wealthiest school district to the poorest, namely, 78.5 to 1, would be reduced to 3.4 to 1; and under an enlarged district plan, including no city having a population of 1,000 or more, the ratio would be reduced to approximately 5 to 1.

In January 1934, the State Superintendent of Public Instruction of Michigan called into being the Michigan Educational Planning Commission. The members of the commission are the representatives of organized tax-paying groups and other interested organizations. The following committees were appointed to give intensive study to the various problems: 1. Goals of education; 2. Financing public education; 3. Administrative organization; 4. Extent of free public education; 5. Curriculum and method; 6. Teacher personnel; 7. Public information on education. The report of the committee on goals has been published. Copies may be secured from the Michigan Educational Planning Commission, Box 342, Lansing, Mich., at 1 cent each for 10 or more copies. Single copies are free. Send self-addressed, stamped envelope.

W. S. DEFFENBAUGH

C.C.C. Education One Year Old



★ THE C. C. C. educational program was inaugurated one year ago this month. On January 2, 1934, I walked into an empty suite of offices in the Hurley-Wright Building, Washington, D. C. There were no desks, typewriters, bookcases, nor filing cabinets. There were no precedents in education to follow; Government procedure seemed to be a hopeless maze. The only tangible guide or set of instructions I had was the small pamphlet so well known to you now—"A Handbook for Educational Advisers in the Civilian Conservation Corps." I was humbled by the magnitude of the job which I was undertaking but deeply impressed by the opportunities and possibilities in providing educational opportunities for 300,000 young men. I knew that my first task was to select educational advisers who would thrill to the newness of their job and recognize the possibilities before them. They would be men who had had teaching and counselling experience, perhaps, but it would not be possible for them to have had specific training or experience in this kind of education. Would I be able to find enough men to carry out the educational philosophy outlined in the handbook?

Today, as I consider my "faculty" of 9 corps area educational supervisors, 1,267 camp educational advisers, 1,468 assistant leaders for education, and 7,500 company officers, superintendents, foremen, and enrollees voluntarily offering their services, I no longer have these doubts. My feeling now is one of pride for these men who are making C. C. C. education what it is today, a recognized part of the American system of education.

The first of the year is an especially fitting time to review the past and to lay plans for the future. You camp advisers have undoubtedly made plans for the coming year, as have your corps area supervisors and the Washington office. I want to take this opportunity, however, to discuss the advisers themselves. The camp educational adviser is all-important. He must have the imagination and ingenuity to build up the camp program. Upon him falls the burden of making the educational offering attractive to the enrollees. He must be an

★ C. S. MARSH, Educational Director, Tells Camp Educational Advisers That Possibilities of Their Programs are Boundless and Opportunities more Challenging

effective organizer within the camp, always keeping not only the approval but the active interest of his camp commander. He must interpret his program to nearby communities and draw out of them the assistance of libraries, clubs, schools, and churches. Consequently, great care has been exercised in the selection of men to serve as camp educational advisers in the Civilian Conservation Corps. One corps area supervisor recently said, "I have lately spent a good portion of my time interviewing nearly 1,000 applicants for positions in the C. C. C. camps."

During the third enrollment period, about 600 advisers resigned or were relieved. They were replaced by men hand-picked by the corps area educational supervisors. In camp advisers there has been a rather large turnover, partly because some of the best qualified men were offered better jobs in schools and elsewhere and partly because many of the less able were asked to resign. The specifications for successful camp advisers demand men of unusual abilities. At the end of December 1934 over 2,000 advisers had been appointed, although the quota is 1,267. In other words, of every 3 men chosen and tried, 2 remain on the job.

Of the camp advisers now in service, 92 percent have bachelors' degrees, and many of the rest have teachers' certificates; one-third of the advisers have masters' degrees; 4 percent have Ph. D. degrees. Seventy-eight percent of them have had teaching experience, and 32 percent have had experience in school administration. Men from 25 to 45 years of age do the best work, it has been proved. More than one-half of the present staff are under 35 years of age. Younger men adapt themselves more easily to the conditions of camp life, as a general rule.

Camp advisers have been selected not only because of their educational background and teaching experience, but also because of their breadth of interest and occupational experience. Over one-half

of the advisers have had professional or business experience; 28 percent have published articles or books; two-thirds of the advisers can coach some athletic sport; and one-half of them have had practical counselling experience. Such interests and abilities are of very great value in the conduct in the C. C. C. educational program.

It is with real pleasure that we were able to appoint 175 advisers in December. This added number increases the number of advisers from 1,092 to 1,267, which means that our ratio of advisers to camps is 86 percent. These additional advisers were selected with every regard for the high standards previously accepted; 53 percent are between the ages of 26 and 35; all of them have bachelors' degrees, 30 percent have masters' degrees; and 83 percent have had teaching experience.

The camp educational advisers are very capably assisted in their conduct of the educational program. Seven thousand five hundred persons are serving the C. C. C. educational program as part-time teachers. The enthusiastic cooperation afforded the program is a striking feature of this new type of education. The results of such an outpouring of cooperative endeavor are incalculable.

With such leaders and such cooperation the possibilities of the C. C. C. educational program are boundless. And at the beginning of a new year the opportunities seem all the more challenging, don't they?

★ Electrifying Education

THE Motion Picture Producers and Distributors of America is offering teachers a series of 24 one-reel motion pictures edited from photoplays for use in character education programs. This list of films was selected and prepared by the Committee on Social Values in Motion Pictures, which is made up of the following persons: Drs. Howard M. LeSourd, dean, Boston University Graduate School, Boston, Mass., chairman; Phyllis Blanchard, psychologist, Child Welfare Clinic, Phila-

delphia; Florence Hale, editor, the *Grade Teacher*, former president of the National Education Association, New York City; and Mark A. May, executive secretary, Institute of Human Relations, Yale University, New Haven, Conn.

In outlining the purpose of the series the committee states: "Character education is carried on through life situations and social enterprises, which means that character is developed through experiences of living. The committee realizes that the pictures it is offering do not constitute real life. Nevertheless, in a very real sense children experience vicariously the situations and problems presented to them in motion pictures. There can be no doubt that their effectiveness far exceeds the story that is told or printed." It is evident that the emotional appeal of the motion picture makes an ideal medium for presenting life problems in their natural settings and that students' responses would more nearly parallel responses in actual life situations than would the academic presentation of the same subject matter.

A teacher's manual, discussion outlines, and report forms have been prepared to be used in connection with this series of films which is called "Secrets of Success." This is an experimental project and teachers who wish to use these films should write to Dr. Howard M. LeSourd, Boston University, Graduate School, Boston, Mass.

Mr. I. Keith Tyler, Assistant Director of Curriculum of the Oakland Public Schools, has prepared an interesting report on "The Daily News Broadcast in the School." A limited number of these reports are available for free distribution from the Office of Education.

The Columbia Broadcasting System is broadcasting many interesting international programs from the far corners of the earth.

Free copies of pamphlets entitled "The Ministry of Radio", "Programs that Fit the Listener", "Telling the World by Radio", and "Music in a Radio-Minded World" may be obtained from their author, Mr. Franklin Dunham, Educational Director, National Broadcasting Company, Radio City, New York, N. Y.

The Lower West Side Motion Picture Council (55 Washington Square, South, New York City) is carrying out a very valuable motion-picture program.

CLINE M. KOON

Vocational Summary

[Continued from page 105]

Seybold believes, in that it has shown the need for the type of information uncovered as a basis for a vocational rehabilitation program.

Teacher training

The teacher-training college, school, or department has three functions to perform, in the opinion of O. C. Aderhold, associate professor of education, University of Georgia. These are: (1) Selecting those who are to participate in its training program, (2) training those selected, and (3) placing those who are trained. Selection, Mr. Aderhold believes, involves (1) informing the student through a guidance program in high school and college, (2) securing detailed personal information about him, and (3) guiding him upon the basis of the information thus secured. The teacher-training program is necessarily a vocational training program, Mr. Aderhold holds, and should be built to meet the needs of the prospective teacher. He listed 11 activities of vocational agricultural teachers in the State of Georgia, in which the prospective teacher must become proficient.

Educational administrators, superintendents, and principals who are candidates for the doctor of philosophy degree at the University of Pittsburgh must take certain vocational courses intended to give them a broad view of education as a whole. Such courses are largely philosophical and theoretical in character, and present only the underlying principles of the fields they cover. The university program set up for the administrative group now includes, among others, a course in home economics. According to Dr. G. D. Whitney, head of the university's vocational teacher-training work, the home economics course has given a number of administrators a new slant on the value of a home economics program in the public-school system.

Six phases of vocational education in agriculture, in which there is need of research, were pointed out by F. W. Lathrop of the Federal Office of Education. He advocated 3 studies of the financing of vocational agricultural programs—1 on financing by the States, 1 on the method of distribution of vocational agriculture funds by the States to different communities, and 1 on the revision in State financing plans since 1920. Other studies recommended by Dr. Lathrop are (1) methods used by

individual instructors or groups of instructors in teaching vocational agriculture, (2) histories of former vocational agriculture students, and (3) content of vocational agriculture courses.

★ Measurement Today

CAN Attitudes Be Taught? is the title of the Johns Hopkins University Studies in Education No. 21. The interest in the teaching of the so-called intangibles is great. Scientific procedure in checking on experiments designed to discover teaching principles in this field must be insisted upon because of the great popularity of the subject. This study by Arthur Lichtenstein is a serious attempt to study the influence of education at the intermediate-grade level on two attitudes—those of scientific open-mindedness and preference for the outdoors to movies.

We hear much of cumulative record keeping and its values. One of the few studies which have been made to date which bear on the values of records kept over a long period of time is that reported by Finch and Nemzek in the *Journal of Applied Psychology* for June 1934. Among other items used in this college prediction study were the intelligence quotients obtained on entrance to high school—more than 4 years before.

A popular work, on the prevalence of superstitions, i. e., unfounded scientific beliefs, has just been issued by the Doubleday, Doran & Co. It is in part a result of several years' study at Teachers College by Otis Caldwell and Gerhard Lundeen. The study of such superstitions is related to the problems of the teaching of attitudes.

Harl R. Douglass continues his work of pointing out the dangers to the curriculum of State-wide testing in the *School Review* for September. His articles on this subject, of which this is only one, point out that tests may tend to crystallize or limit the curriculum on a factual basis. The matter resolves itself around the problem of test items. When poor test items are used we must agree with Douglass. But as E. L. Lindquist points out in connection with the Iowa State-wide program, if the proper kind of test items are used, they will raise the level of the course of study. All this emphasizes that tests are not fool-proof but must be constructed intelligently and used rightly—the same rule which applies to all scientific measurement.

DAVID SEGEL

School Laws

[Continued from page 113]

Numerous Federal Office of Education publications deal with school legislation. Among the most recent available are those listed below.

On School Legal Issues

The following Office of Education publications are available from the Superintendent of Documents, Washington, D. C.:

Pamphlet No. 47 [1934], Legal Status of Married Women Teachers. 5 cents.

Bulletin, 1934, No. 6, Teacher Retirement Systems: Principal Provisions of State Systems. 5 cents.

Pamphlet No. 59 [1935], Legislation Concerning Textbooks. 5 cents. [In press.]

Bulletin, 1933, No. 2, Chapter VII, A Review of Educational Legislation, 1931 and 1932. 5 cents.

Pamphlet No. 34 [1933], School Administrative Units with Special Reference to the County Unit. 5 cents.

Bulletin, 1932, No. 17, Monograph No. 9, Legal and Regulatory Provisions Affecting Secondary Education. 10 cents.

Bulletin, 1932, No. 7, The Legal Status of the County Superintendent. 10 cents.

Bulletin, 1931, No. 20, Chapter XXIII, Review of Educational Legislation, 1929-1930. 5 cents.

Pamphlet No. 30 [1932], State Legislation Relating to Kindergartens in Effect 1931. 5 cents.

Pamphlet No. 5 [1930], State-wide Trends in School Hygiene and Physical Education, as Indicated by Laws, Regulations and Courses of Study. 5 cents.

Bulletin, 1930, No. 14, Legal Status of Bible Reading and Religious Instruction in Public Schools. 10 cents.

Bulletin, 1930, No. 8, Digest of Legislation Providing Federal Subsidies for Education. 10 cents.

★ Which Dictionary?

THE selection and purchase of a dictionary, whether for private, public, or school library, is a matter not to be taken lightly. All too frequently the solution of the problem is conditioned by the presence of a high-powered salesman selling the one dictionary "no library should be without."

The October issue of Subscription Books Bulletin, published by the American Library Association, is devoted to the subject of dictionaries, 45 of which are described, evaluated, and "recommended" or "not recommended" for reasons definitely stated. The list covers dictionaries published in England as well as in America, and ranges from the large unabridged editions to those simplified for use in the elementary schools. The committee that prepares the reviews is made up of librarians, who are entirely impartial in their attitude to the books reviewed.

This issue of Subscription Books Bulletin may be obtained directly from the American Library Association, 520 North Michigan Ave., Chicago, Ill.

★ N. E. A. Packets

FOUR useful packets of useful helps for schools are available from the National Education Association Division of Publications as follows:

1. Special commencement packet, stressing student participation, and featuring this year the tercentenary celebration of secondary education.

2. Special tercentenary packet, including pageant material for classes, clubs, assemblies and commencements.

3. Federal aid debate packet, which includes addresses, committee reports from Congress, research reports, and other materials.

4. World good-will day packet, special materials to assist teachers and school administrators, including world good-will messages, timely articles, posters, suggested programs, pageants, and the like.

For further information address the N. E. A. Division of Publications, 1201 Sixteenth Street, Washington, D. C.

The Declaration

JUDGING from the number of requests received in the Publications Division of the Federal Office of Education, the Declaration of Independence is a close second to the Constitution of the United States in popularity. To answer future requests as to what the United States Government has issued on the Declaration of Independence, the following information has been compiled. All the material mentioned should be ordered from the Superintendent of Documents. The price is given in each instance.

The Federal Office of Education has issued a facsimile of the Declaration, 29 by 34 inches, reproduced on parchment paper, which may be had for 25 cents. Many teachers have written saying they were delighted with their copies and have had it framed and hung in their classrooms.

The Story of the Declaration of Independence by James C. Boykin, a former editor of SCHOOL LIFE, is a 20-page leaflet issued by the Office of Education and costing 5 cents. It contains a brief outline of the incidents leading up to the signing of the Declaration of Independence, as well

as short biographical sketches of six of the foremost signers—Thomas Jefferson, Benjamin Franklin, John Adams, Richard Henry Lee, Samuel Adams, and John Hancock. The full text of the instrument itself with a list of the signers is also included.

Mention has already been made of Senate Document No. 79, the Declaration of Independence and the Constitution of the United States of America (see December SCHOOL LIFE) available at 20 cents.

The Department of State has issued a literal print of this document entitled "The Declaration of Independence: 1776" which is on sale for 5 cents. It does not, however, include the names of the signers.

Some may also be interested in the remarks of Representative Boylan, of New York, made in the House of Representatives, June 30, 1930, on "Thomas Jefferson, author of the Declaration of Independence." These remarks were printed in the *Congressional Record* for June 30, 1930, and may be had for 13 cents.

Numerous references to Benjamin Franklin and Thomas Jefferson, two of the signers, may be found in Price List No. 50,

F. E. R. A. Parent Education

[Continued from page 99]

Family life is trying to adjust itself to a changing social order. It suffers from many handicaps such as inadequate income and loss of morale because of economic insecurity, lack of knowledge of the elementary principles of child training, little understanding of mental hygiene with its emphasis on the development of personality. Instinct and chance are no longer to be relied upon. In addition to this there is the feeling of insecurity due to the fact that ideals and standards of conduct are in process of change. Parents reach out for assistance in trying to keep up with all the complexities of modern life, not only to serve as interpreters to their children, but also to perform better their function as individuals and citizens.

Problems brought up for discussion in the groups give some insight into parents' problems and needs as they express them. About half are concerning general principles of child training and development; one-sixth are about problems of household management; one-eighth on specific behavior problems, and the remainder, or about one-fifth, on various subjects. Many studies, over a period of years, of the problems that parents bring up for discussion, indicate great similarity in the expressed needs and little variance of the problems outside the economic one at different economic levels.

Parent education is an important part of the adult education movement made essential through the vast changes that have come about in our social and economic order, and that are still going on in a dynamic society. In 1932, it was reported that 500,000 parents were participating in some form of parent education activities through channels of the public schools and various community agencies. The Federal emergency education program, through its parent education activities, is merely providing the way through the use of a method already well developed, to make more real for hundreds of our citizens the ideals and aims of the national recovery program. Parent education activities are attempting to make their contribution toward national recovery.

Miss JESSIE LUMMIS,
Specialist in Parent Education Emergency Education Division of the Federal Emergency Relief Administration.

★ House of the People

NEARLY a year ago a copy of an Office of Education publication, *The House of the People*, by Mrs. Katherine M. Cook, Chief, Division of Special Problems, was handed to the Chief of Ichalkaranji, a State in India. "The chief was captivated by the tale of hearty cooperation between people and government, and by the account of the splendid type of education being developed in the rural areas of Mexico", which the bulletin described. "It is just the thing for Ichalkaranji", he said. "Go ahead and develop the whole idea wherever possible in my borders."

This India State has about 20 primary schools in as many different villages. It was finally suggested that the House of the People idea be tried in Bhadwan.

The chief revenue officer of Taluka County, in which the village of Bhadwan was located, called a meeting and the whole plan was explained. The State could not afford to construct the primary school building which the village needed, but would furnish stone, timber, and hardware. Villagers agreed to contribute labor or money as they were able. A site was chosen on a hill overlooking the village and the Hiranyakeshi River. The cornerstone was laid on March 24, 1934, by Mrs. J. L. Goheen, wife of Dr. Goheen, considered one of the strongest agricultural missionaries in India. Less than 6 weeks later the opening ceremony took place in the new 2-room building, with 3,500 men, women, and children from villages, hamlets, and neighboring hills and valleys in attendance. The lighthouse on the hill, *The House of*

the People, now stands, a token of the villagers' loyalty, goodwill, satisfaction, and experience, and a joy to Dr. Goheen, who had done much toward making the new schoolhouse a reality. The opening of the school marked the closing of Dr. Goheen's services as administrator and adviser in the State of Ichalkaranji.

The House of the People, which has also reached China, Turkey, and other foreign lands, is available as Office of Education Bulletin 1932, No. 11, price 10 cents, from the Superintendent of Documents, Government Printing Office, Washington, D. C.

★ Nina C. Vandewalker

MISS NINA C. VANDEWALKER, for 5 years kindergarten education specialist in the Federal Office of Education, passed away in Detroit, Mich., November 22, 1934, following several years of declining health. Miss Vandewalker, a native of Michigan, was nationally known for her contribution to the development of the kindergarten in the United States. She was an instructor in Ypsilanti State Normal School, Michigan, and of the White-water Normal School, Wisconsin. For 23 years Miss Vandewalker was principal of the Milwaukee, Wis., State Normal School's kindergarten department, where more than 900 pupils received instruction in teaching methods and practices under her supervision. The Federal Office of Education still issues publications on kindergarten-education procedures and practices produced by Miss Vandewalker. She also was the author of a book titled "The Kindergarten in American Education."

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OUT of Babyhood into Childhood—1 to 6 years, 8-page folder (Children's Bureau Folder No. 10), 10 cents.

Suggestions for the physical and mental welfare of the child 1 to 6 years of age. (Parent education; Child care.)

At the instance of President Roosevelt under recent authorization of Congress, the early historical manuscripts in the archives of the Navy Department, supplemented from many other sources, are to be printed by the Superintendent of Documents. It is expected that the sales price will be between \$3 and \$6, depending upon the number printed, for a volume of about 600 pages on durable paper, handsomely bound in cloth and with a copious index. Anyone desiring a copy should notify the Superintendent of Documents so that an estimate may be made of the number of copies to print.

Glimpses of our National Parks. 92 p., illus. (National Park Service.) Free.

Brief sketches of the national parks, monuments, and historical park, now under the jurisdiction of the National Park Service. Lists the military parks, which were formerly administered by the War Department. Sections entitled "The National Park System—History, Administration, and Use" and "The National Parks and Emergency Conservation" are also included. The pamphlet is well illustrated and contains a map of the United States showing the location of each of these areas. (Geography; History; Geology.) (See illustration for typical scene in Mount Rainier National Park.)

The Hurricane. 14 p., charts. (Department of Agriculture, Miscellaneous Publication No. 197.) 5 cents.

The history, causes, formative stages, places of origin, progression, and irregular movements of hurricane winds; barometric pressure; rainfall; tides; the law of storms; dimensions of the hurricane; premonitory signs; frequency; hurricane warnings; and track charts. (Nature study.)

The Influenza Epidemic of 1928-29 in 14 Surveyed Localities in the United States. 42 p., charts. (Treasury Department, Public Health Service, Reprint No. 1606 from Public Health Reports.) 5 cents.

An analysis, according to age, sex, and color, of the records of morbidity and mortality obtained in the surveys. (Public health; Health education.)



Courtesy National Parks Service.

On Mount Rainier

(See reference: *Glimpses of our National Parks.*)

Rural Factory Industries. 35 p. (Department of Agriculture, Circular No. 312.) 5 cents.

Community effects of rural industrial developments in addition to their financial contributions to farm family incomes and to rural living conditions of such industries as handicraft, fireside, or small-shop types. (Sociology; Economics; Manual training.)

Aquatic Shell Industries. 17 p., illus. (Department of Commerce, Bureau of Fisheries, Fishery Circular No. 15.) 5 cents.

History, sources of raw material, and manufacture of the aquatic shell industries; production statistics, products and their uses, seasons of manufacture, distribution of products, and selling practices. (Geography; Economics.)

Amoebic Dysentery—Problems presented by the outbreak in 1933. 4 p. (Treasury Department, Public Health Service, Reprint No. 1611 from Public Health Reports.) 5 cents.

PUBLIC Education in the Virgin Islands. Pamphlet No. 50. Price 10 cents.

One of the most interestingly designed publications ever issued by the Federal Office of Education, and 32 pages of factual information about the Virgin Island country, its people, and its schools. The pamphlet is well illustrated.

The Economic Outlook in Higher Education for 1934-35. Pamphlet No. 58. Price 5 cents.

A survey of 500 schools in every State and Alaska, showing receipts, expenditures, number of faculty members, their salaries, and tuitions.

Teachers Problems With Exceptional Children, part V, Crippled Children. Pamphlet No. 55. Price 5 cents.

The fifth of a series of pamphlets dealing with teachers' problems in exceptional child education. The other pamphlets in the series are: Part I, Blind and Partially Seeing Children; part II, Gifted Children; part III, Mentally Retarded Children; part IV, Deaf and Hard-of-Hearing Children; part VI, Children of Lowered Vitality (5 cents each).

Aids in Book Selection for Secondary School Libraries. Pamphlet No. 57. Price 5 cents.

Services of State educational and library agencies, services of the American Library Association, services of public libraries, lists issued by boards of education, services of the American Association for the Advancement of Science, other sources, ways of evaluating new books, and the like. Every librarian should have this useful guidebook available for reference.

Statistics of Private Commercial and Business Schools 1932-33, chapter VII, Biennial Survey of Education, 1932-34. Bulletin 1935, No. 2. Price 5 cents.

Significant developments in the private commercial and business education field; comparisons of 1933 and 1929; enrollments in day and night business schools, number of teachers employed, and list of schools in each State.

Foreign and Comparative Education, A List of References. Bulletin 1934, No. 10. Price 10 cents.

This 59-page bulletin lists foreign education year-books, general accounts, missionary schools abroad, adult education, agricultural education, commercial education, medical education, technical education, and supplies references to published works on education in more than 100 separate countries, from Albania to Zanzibar.

Economies Through the Elimination of Very Small Schools. Bulletin 1934, No. 3. Price 10 cents.

How many small schools are there in the United States? Where are they most prevalent? What is the effect of smallness of schools on per capita cost of education? How can the small school be eliminated? These and many other important questions are answered in this 54-page publication of the Office of Education.

MARGARET F. RYAN

The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries

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These are typical requests for December SCHOOL LIFE and the PRESIDENT's photograph received in the Federal Office of Education.

Hundreds of requests have been received from pupils, teachers, supervisors, librarians, principals, superintendents, business men, parents, and others.

To order additional copies of the photograph, simply request the Superintendent of Documents, Government Printing Office, Washington, D. C., to send you December SCHOOL LIFE, as many copies as you wish, and the photograph will be inserted. Single copies cost the regular price—10 cents.

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SCHOOL LIFE



February

1935

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IN THIS ISSUE



Security • Schools Without Security • Helping the Unemployed • Education in the News • Indian Education • National Resources Report • Vocational Education in 1934 • What Has Happened to *Our* Schools? • Subsistence Homesteading

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

*The Office of Education,
U. S. Department of the
Interior, Washington,
D. C., for published
information on—*

*Nursery-Kindergarten-
Primary Education*

Elementary Education

Secondary Education

*Colleges and Professional
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School Administration

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School Legislation

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Rehabilitation

Teacher Education

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Measurements*

Foreign Education

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SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.



QUESTIONS

How many schools are there in the United States?

(By types and by States)

How many pupils do they enroll?

(By type of school, public and private)

(By sex)

How many college students have been registered since 1900?

*How many students have graduated from American high schools
and colleges since 1890?*

How many living graduates are there in our country?

How many school teachers are employed in the United States?

*What is the income for our schools, both public and private, and the
source of income?*

What is the amount of school expenditure, both public and private?

What is the value of school property in the United States?

ANSWERS

The STATISTICAL SUMMARY OF EDUCATION just off the press supplies answers to these and many more questions important to educators and to education. Order this useful educational fact and figure guide from the Superintendent of Documents, Government Printing Office, Washington, D. C., price 5 cents.



For February • 1935



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The cover design for this issue of SCHOOL LIFE is a prize drawing by Miss Adelaide Coch, Rhode Island School of Design, Providence, R. I. See page 130 for honorable mention drawings by J. Stanley Perry, Esther Almy, Bessie Dearden, and Dorothy Greene.

Since Last We Met

Alabama has been added to the list of States receiving emergency aid from F. E. R. A. to keep schools running. Federal aid has reopened the schools of Escambia County which were closed December 7 when funds were exhausted. Other States receiving emergency help: North Dakota, South Dakota, Arkansas.



Helen Richey, daughter of Supt. Joseph B. Richey of McKeesport, Pa., is the first woman air mail flyer. She flies the Washington-Detroit run.



Will Rogers—Congressman Will Rogers in this case—has probably the longest teaching record of any Member of Congress. For 15 years he served as teacher and superintendent in Oklahoma. Before his first election to Congress 2 years ago he was superintendent at Moore, which has one of Oklahoma's largest consolidated schools—700 pupils, 10 busses. Congressman Rogers, as guest speaker on our Education in the News program, January 2, pointed out Congress' continued interest in education.



Assistant Commissioner for Vocational Education J. C. Wright brought back in addition to an official report a delightful motion-picture record of his trip to the Pan-American meeting on education held in Chile last September.



One of the most affectionate portraits of a teacher we have ever read is "Good-bye, Mr. Chips," a recent, brief, and heart-warming book by James Hilton.



"Let Them Sample Their Life Jobs," is the title of M. K. Wischart's very human and thorough description of the promising educational experiment begun at Cernel, N. Y., with the aid of Dr. E. K. Taylor.



Pictures are coming, hurrah, hurrah! Even in school surveys! See how vividly they present important facts in the new Maine school survey made under the direction of Dr. Paul Mort, of Teachers College, Columbia University. (Page 134.)



Another feature of this school survey is, we believe, relatively new. Publicity for the facts was planned from the outset of the survey by Mr. Clyde Miller, of Teachers College, Columbia University. The

[Continued on page 142]

Security

AN IMPORTANT declaration on education appears in the report of the Committee on Economic Security. We take pleasure in presenting it. SCHOOL LIFE readers will recall that President Roosevelt appointed a committee to recommend plans and legislation for improving the economic security of Americans through unemployment insurance, old-age pensions, and other means. Secretary Frances Perkins, of the Department of Labor, was chairman. Other members were Henry Morgenthau, Jr., Secretary of the Treasury; Henry A. Wallace, Secretary of Agriculture; Homer Cummings, Attorney General; and Harry L. Hopkins, Federal Emergency Relief Director. They were assisted by technical experts and a citizens' advisory council headed by Frank P. Graham, president, University of North Carolina. That education is closely related to economic security the committee clearly saw. On the subject, "Educational and Rehabilitation Services", the committee made the following observations and recommendations.—*Editor.*

Services

Education, training, and vocational guidance are of major importance in obtaining economic security for the individual and the Nation. And we have at various points in this report made brief references to the importance of vocational guidance and training in the readjustments which are necessary in a coordinated attack on the problem of individual economic security. We here wish to further emphasize that the educational and vocational equipment of individuals is a major factor in their economic security.

At this time it is tragically evident that education and training are not a guarantee against dependency and destitution. Yet there is no reason for losing faith in our democratic system of education; the existing situation merely has brought into bold relief the fact that education, to fulfill its purposes, must be related much more than it has been to the economic needs of individuals. It has become apparent particularly that education cannot be regarded as completed upon leaving school. It has brought out poignantly the

★ EDUCATIONAL and Vocational Equipment is a Major Factor in Economic Security, the President's Committee Declares

difference between schooling and education. In a day and age of rapidly changing techniques and market demands, many people will find it necessary to make readjustments long after they have first entered industry. Adjustment of our educational content and technique to this situation is a vital need in a long-range program for economic security.

In the years immediately ahead, when there is certain to be a large problem in the economic rehabilitation of so many individuals, there is a peculiar need for

however, is most desirable. To a considerable extent the Federal Government is already participating in this endeavor, and we believe that it should continue to do so, if possible, on an extended scale.

What to do with regard to the army of unemployed youths continues to be one of the gravest problems of this Nation. Obviously what the great majority need is a chance to work at some job, a chance to develop skills and techniques. In any program of employment they must be given their fair share of available jobs. For many, however, a training program would be of great benefit. This can be developed satisfactorily only with the assistance of the Federal Government. The local school facilities are not able to take care of their normal tasks, and find it impossible to develop needed vocational-training programs at all commensurate with this problem.

At this point we desire to call special attention to the importance of special programs for the physically handicapped, of whom there are many millions in this country. Since the passage in 1920 of the Federal Vocational Rehabilitation Act, the Government has been assisting the States in a service of individual preparation for and placement in employment of persons vocationally handicapped through industrial or public accident, disease, or congenital causes.

Forty-five States are now participating in this program, and since it was launched approximately 68,000 permanently disabled persons have benefited from this service. The work done has shown gratifying annual increases, even in the depression, but is still small in comparison with the need. The desirability of continuing this program and correlating it with existing and contemplated services to workers in the general program of economic security we believe to be most evident.

Message

ANYONE interested in the economic security program and its implications for education will want House Document No. 81, Message of the President Recommending Legislation on Economic Security with the Report of the Committee on Economic Security. Price 10 cents. Send orders to the Superintendent of Documents, Washington, D. C.

educational and training programs which will help these worst victims of the depression to regain self-respect and self-support. While men have so much leisure time, those who can profit from further education and training should be afforded an opportunity to make such use of their leisure. Particularly for the young workers and those who have little hope of returning to their old occupations, the need for educational and vocational training and retraining programs is clearly indicated.

Education has been regarded in this country as a responsibility of the State and local governments and should remain so. In the joint attack on economic security which we suggest, Federal participation,

Schools Without Security

DEFINITE reports from 40,498 schools in 26 States enrolling 3,177,422 pupils show that these schools do not have sufficient funds on hand nor in sight to pay their teachers for a full school term this year.

In these schools there are 94,026 teachers who cannot be paid by their districts for 1 to 4 months short of the normal school term in those districts.¹ This fact means one of two things: Either the schools will close or the teachers will donate their time and services. In order to pay these teachers an average salary of \$60 per month it will require \$13,892,573 in additional funds. (See Table I.) The actual deficit in current operating funds reported in those districts totals \$22,144,924.

A study of the situation in the several States by the Office of Education has been underway for several weeks. Reports for all the States are not complete, but an analysis of all the reports for 12 States and of part of the reports in 4 others has been completed. Results of the analysis were announced at the annual meeting of the State superintendents and commissioners of education December 10 and 11. Additional reports are being received and the complete results will be tabulated and announced at an early date.

The need for emergency financial aid in the distressed school districts will probably be about the same as it was last year, when somewhat less than \$17,000,000 was provided by the Federal Emergency

¹ Normal term here means the customary term in the district affected. This in many cases is only 3 or 4 months.

TABLE I.—Partial data showing the number of teachers to be paid for various numbers of months and the amount of funds required at \$60 per month for teachers

Number of months pay is needed	Number of teachers	Funds required for salaries
4	26,522	\$6,365,280
3	12,128	2,183,040
2	23,017	2,762,040
1	24,113	1,446,780
1 to 4 months	85,780	12,757,140

★ DR. HOWARD DAWSON *Shows That the Emergency in Education is Still With Us—2,800,000 Children Involved*

Relief Administration to pay the salaries of teachers to keep schools open for the customary length of school term.

There has been considerable discussion as to the number of closed schools last year as well as this year. It is rather difficult to tell how many schools will be closed or would have been closed without financial assistance. It is, however, relatively easy to tell how many schools have

no money at all to pay their teachers. There are 585 such schools in which there are 55,936 children and 1,697 teachers. (See table II.)

During the first part of October of this year it was announced that the President had requested the Emergency Relief Administration to pay the salaries of teachers for a period of 3 months in schools whose funds were exhausted. Data have

[Continued on page 133]

TABLE II.—Data concerning schools without any funds to operate in 1934-35 and for which no provision is made for sending pupils to other schools

State	Number of schools	Number of school districts	Number of pupils	Number of teachers	Funds required for 4 months at salary \$60 per month
Arkansas.....	270	149	48,658	1,305	\$313,200
Colorado.....	4	4	31	4	960
North Dakota.....	178	159	1,952	159	38,160
South Dakota.....	130	120	5,250	225	54,000
Texas.....	2	2	36	3	720
Washington.....	1	1	9	1	240
Total 6 States.....	585	435	55,936	1,697	407,280

TABLE III.—Funds required to pay salaries of teachers for 3 months or less to Jan. 31, 1935

[The data of this table include the data shown in table II and are included in the data shown in table I]

State	Number of teachers to be paid for—			Total number of teachers, 1 to 3 months	Funds required at \$60 per month per teacher
	3 months	2 months	1 month		
Alabama.....	359	1,486	4,596	6,441	\$518,700
Arizona.....		34	60	94	7,680
Arkansas ¹	3,371	752	675	4,798	737,520
Colorado.....	4		75	79	5,220
Florida.....	22		140	162	12,360
Mississippi.....			3,993	3,993	239,580
Nebraska.....	8	13	34	55	5,040
North Dakota ¹	940	573	372	1,885	260,280
Ohio.....	610	935	1,305	2,850	300,300
Oklahoma.....	549	692	1,215	2,456	254,760
Oregon.....		48	126	174	13,320
South Dakota ¹	345	60	120	525	76,500
Tennessee.....	78	9	340	427	35,520
Texas.....	58			58	10,440
Washington.....	1	3		4	540
Wisconsin.....			1,090	1,090	65,400
Total.....	6,345	4,605	14,141	25,091	2,548,160

¹ Being paid by F. E. R. A.

Helping the Unemployed

HOW the vocational-education program is functioning in the relief of unemployment is vividly portrayed in a series of reports coming in from the States.

From Colorado

Some States have concentrated on the problem of putting unemployed youth to work. In several Colorado communities, for instance, a plan has been put into operation whereby young people are given training in a variety of occupations. Arrangements have been made for them to receive practical training in business houses and industrial establishments on a part-time basis. On completion of their training period, they are usually absorbed into the industry in which they have received training. But whether employed or not, they have acquired employment experiences and good work habits that are assets to them in seeking employment. Fifty-four different types of occupational training which may be given under this plan are listed by the State director for vocational education, H. A. Tiemann. Among these are auto mechanics, baking, banking, bookbinding, carpentry and building, chemistry, dental assistance, dyeing and cleaning, floriculture, instrument making, jewelry and watch repairing, lumbering, library, elevator and milling work, motion-picture operation, nursing, painting and decorating, printing, retailing, real estate, shoe repairing, stenography, telegraphy, weaving, and welding.

From Georgia

From M. D. Collins, State Superintendent and Director of Vocational Education in Georgia, comes the report that funds provided under the George-Ellzey Act have made possible the establishment of vocational agriculture departments in 60 additional rural communities. Teachers in new and old departments are devoting a considerable portion of their time to helping individuals on rural rehabilitation rolls and destitute families establish themselves in farming on a subsistence basis. As a part of the educational program set up for these people, each

teacher has, through local support, established a community canning plant that is open for the use of relief families without any charge. Adults enrolled in classes for those on relief have been given instruction in producing vegetables for home use, especially for canning. Teachers of vocational agriculture have assisted Georgia farmers in preserving more than 2 million cans of fruits, vegetables, and meats for their own use.

From Louisiana

In Louisiana the home-economics program undertaken with George-Ellzey funds has made possible the employment of 28 white teachers and 30 Negro teachers. Teachers have given special training in planning, preparing, and serving low-cost meals; improving homes; developing home gardens and canning surplus food; renovation of clothing and construction of suitable clothing from inexpensive materials; care and guidance of children; and health and home care of the sick.

Home-economics teachers employed have been those unable to secure regular teaching positions. Negro schools have emphasized training that will enable pupils over 16 years of age to get part-time employment in homes after school hours. Teachers in charge of this work also instruct special classes of girls over 16 years of age and homemakers in fields leading to employment in domestic service and related occupations. Clyde Mobley, head of the State Department of Home Economics, reports this program will provide training in homemaking vocations for approximately 6,000 girls and 1,000 women.

The instances cited are typical of those reported generally by the States. A bulletin covering services being rendered in the States under vocational programs is now being prepared by the Vocational Education Division of the Office of Education.

Illustrations, typical of many new services being undertaken by vocational education for the relief of unemployment throughout the United States, appear on the opposite page.

1. "Relief" gardens—community and individual—in Elwood, Ind., in which townspeople and the vocational agriculture department—teacher and students—have cooperated in the past 3 years, have yielded a large quantity of canned goods for the needy. Illustration shows 114 volunteer workers making war on weeds in a community potato field.

2. More than 25,000 cans of fruit, vegetables, and meats preserved for home consumption under the supervision of the vocational agriculture teacher, in Leslie, Ga., kept a number of families off the relief rolls.

Canning centers of the type here pictured, open to relief families without charge, have been established through local support in a large number of communities in the State.

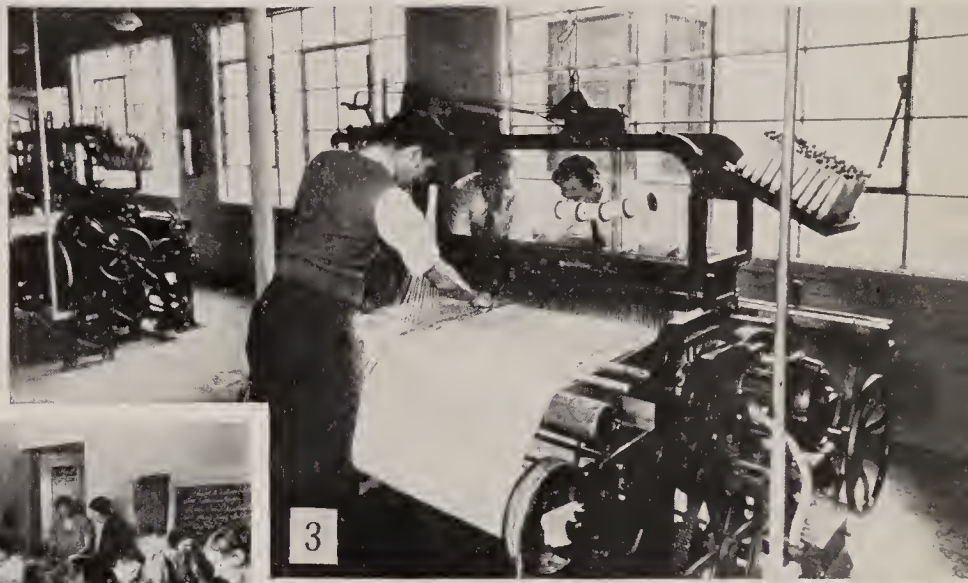
3. Fifty former rubber workers, retrained as silk workers in a Williamsport, Pa., vocational school, are now employed in the local silk industry. While the course was designed for unemployed rubber workers, a number of unemployed girls and young men in other than the rubber industry enrolled and were successfully trained for silk weaving.

4. One of the vocational sewing centers in Athens County, Ohio, in which 100 women, sole supporters of their families, received pay for making clothing for the needy, and at the same time were given instruction in sewing methods, nutrition, and health.

5. Unemployed persons in a vocational class in New Mexico built their own school, where they are now being taught native crafts—spinning, weaving, wood-working and leather working—fields in which there is a shortage of skilled workers.

6. One field of industrial activity in which there is little chance of overproduction is that of producing the precious metals. Hundreds of unemployed men in the States of Oregon and Nevada who enrolled in placer mining and prospectors' classes sponsored by the vocational education agencies were last year enabled to make a living.

7. Not many vacant seats in this class at the Washburne Continuation and Apprentice School, Chicago, whose most important work in the past few years has been "the training and placing of victims of the depression." Some 50 short unit courses of from a month to two months' duration are offered by this school.



Education in the News

MILLIONS of newspapers come from the Nation's press every day. The news they print informs the American public and influences public opinion. What does the press of the United States report on education and our American schools?

Each day, to Uncle Sam's Division of Press Intelligence, in the huge Commerce Building, come newspapers from 350 key cities throughout the country. These papers, from centers of 50,000 population or more, bring to the Nation's Capital the reports and opinion of the press on affairs of government, current happenings, and expressions of thought.

The Federal Office of Education has arranged to have the Press Intelligence Division review newspapers daily for outstanding educational news. Hundreds of clippings have already reached the Editorial Division. From them have been selected brief sentences or paragraphs for use in *SCHOOL LIFE*, so that our readers may take a newspaper birdseye view of education from a national perspective.

Good news

Announcements of progress come from many cities, including Pontiac, Mich., Los Angeles, Calif., Houston, Tex., New York City, and Chicago. Pontiac foresees a 9-month school term this year, with current tax collections slightly better than last year. Pontiac also reports experimental introduction of a new type of report to parents regarding children's progress in school. New report cards diminish emphasis on competitive records. Los Angeles will abolish long hours of home study for pupils in the first eight grades. Home study will also be sharply restricted for high-school students. Houston ended the past year with a cash surplus of between \$600,000 and \$650,000, which will be used to restore teacher salaries. In New York City more than a half million parents visited the schools during Open School Week and were reeducated as to what education is actually accomplishing.

Crime and education

Crime and education occupy considerable space in today's newspapers.

★ WHAT the Newspapers of the United States Report to the Reading Public on Schools and School Activities— Compiled by John H. Lloyd

Our "orgy of crime is not traceable to the failure of the educational system", reported Dr. B. O. Dugan, University of Tennessee. He said that as education increases, criminality decreases, and that one of every 5 persons in the penitentiary today comes from the illiterate 5.5 percent of the State's total population. Agreeing with Dr. Dugan, Sydney B. Hall, State superintendent of schools in Virginia, says: "Education is the best investment business and industry can make. Of 500 prisoners in Sing Sing, 225 left school before finishing the sixth grade. Only 8 of 500 had completed a college education." Addressing the Pennsylvania State Education Association, Governor Paul V. McNutt, of Indiana, declared, "The United States is spending \$1,500,000,000 a year to incarcerate 500,000 prisoners, while schools spend only \$200,000,000 more to educate 26,000,000 children."

Crisis

Schools in many sections of the United States still need financial aid. Kalamazoo, Mich., reports that its public-school term will be 2 months short, with income decreased \$120,000. Rural schools in Forrest County, Miss., will also be 2 months short this year, 6 months instead of 8, if "Federal aid is not forthcoming." Teachers in this county are said to have received only \$105 for first 4 months of

this school year. An Associated Press bulletin, headlined "No money—School closed", told of closing of Tinley Park (Ill.) grade school, the third county school to close because of lack of funds. "Public education in Illinois still faces an economic crisis", according to the Springfield, Ill., Register of December 19. "Almost every school is offering boys and girls fewer opportunities than they had 2 years ago—there are drastic cuts in salaries and operating expenses of from 30 to 50 percent. Certain districts are paying teachers in orders which may never be cashed. The State distributive fund to elementary schools is nearly \$15,000,000 in arrears." And another crisis report from Arkansas: "Unless funds are obtained at once, 48 rural schools in Pulaski County will have to close before the end of January", the Little Rock Democrat announced.

Financing education

With many State legislatures in session, methods of financing education are being discussed very widely. For schools in Florida, which may lose \$3,000,000 under homestead exemption, a sales tax to insure an annual average salary of \$1,000 for every teacher, principal, and supervisor in the State is proposed. Arkansas wants a sales tax not to exceed 3 percent, repeal of the 3-mill property tax, and budget supervision for distribution of school funds. In Alabama they are "trying to cut 30 percent base pay out of school employees in Mobile County to 20 percent", through a Federal grant of \$100,000 requested. Fines of \$20,000, poll tax of \$4,800, dog taxes, and special funds are contributing to financing the schools in Mecklenburg County, N. C. Governor Martin, of Washington, in a Seattle address recently said, "No State that will spend \$37,000,000 for hard liquors, beer, and their accessories will protest at \$15,000,000 for common schools of the State. We will

LET US know if you appreciate this new service of *SCHOOL LIFE*. If you do we will continue it. If you wish further information about any statement made, you can borrow from the Federal Office of Education the newspaper clipping from which the notation was made. Address the Editorial Division, Office of Education, Washington, D. C.

lower the cost of government, but we will not lower the cost of schools."

Teaching

A number of articles in the newspapers are of interest to teachers. Rev. John F. O'Hara, C. S. C., president of the University of Notre Dame, recently addressed the annual meeting of Sportsmanship Brotherhood at New York, saying, "As in athletics the game is the thing, in education the development of the child is the thing." South Carolina State Board of Education has decided to emphasize teaching the evils of alcoholic drinks. Miss Selma Borchardt, national vice president of the American Federation of Teachers, in discussing rating of teachers in the District of Columbia, recently said

that "each supervisory officer should be required to submit periodically to each teacher whom he marks a detailed constructive criticism of her work with specific recommendations for improvement." Dr. William T. Melchoir, professor of educational supervision, Syracuse University, in an address at Jacksonville, Fla., declared: "Supervision pays in terms of pupil happiness, pupil progress, parent satisfaction, community pride, teacher rejuvenation, and longevity and loyalty. It means a reduction of retardation, truancy, and general juvenile delinquency." Dean Russell, of Teachers College, Columbia University, recently asked teachers to strive for a "balanced view between

extremes of radical and conservative thought."

Looking forward

Many educators are predicting what will happen in education in the future. Looking forward, Dr. Lyman Bryson, professor of education, Teachers College, Columbia University, says that adult education will become a regular function of the public-school system throughout the country within the next decade. Speaking of "Children of tomorrow", Dr. L. A. Pechstein, dean, University of Cincinnati School of Education said: "Psychologically much that hampers the children of today must disappear. The teacher must avoid treating the child as inferior, must avoid withholding praise for work well done, must avoid stifling the creative tendency, and must avoid adult insistence upon law." Long-time planning should be the only planning if the need for school buildings is to be met economically and sensibly, reported the Charleston, W. Va., Mail, in reply to a meeting of county superintendents held in Charleston, advocating an annual building program involving millions of dollars. Dr. C. A. Prosser, director, Dunwoody Industrial Institute, Minneapolis, Minn., addressing a Berkeley, Calif., meeting foresees "the problem of rising age of school release and of entrance to employment destined to remake our secondary schools and to give vocational educators their most difficult problems to solve and their greatest opportunity for service through the expansion of their work." Among developments President Lotus D. Coffman, University of Minnesota predicts as he looks forward are: "Disappearance of honor and credit systems, together with examinations by instructors; increased training and guidance for unemployed youth; a new type of adult education to bring up-to-date education of both professional and nonprofessional groups; an increased demand for more general education, and creation of institutions for technical instruction to be operated in cooperation with trades and professions." A final look into the future by Dr. Frederick P. Keppel, president, Carnegie Corporation, reveals the following: "If it is to survive as a characteristic feature of American education and American life, the independent college must become a very different place from the conventional type which prevailed in the first quarter of the century. Changes cannot be solved by money alone, but must be brought about by a fundamental change in the attitude of the institution toward the student and a different conception by the student of his purpose in attending college."

Indian Education

BUILDERS.—Indian boys of the Oglala Community High School, Pine Ridge Reservation, receive practical instruction in building through the opportunity to work on real buildings under the guidance of craftsmen, themselves Indians, who act as teachers. Three construction projects have been undertaken in order to develop Indian carpenters and brick masons—a practice house at the Oglala School, a community bathhouse at Kyle Consolidated School, and a combined day-school building and a teachers' home at Slim Butte.

Policy.—The Indian Service is constructing during the year approximately 110 day schools on Indian reservations throughout the United States to take care of Indian children, for many of whom no schools have been available in the past, and for others who have been attending boarding schools at a distance from their homes. These schools will not only provide a general education, but also instruction in craft and industrial work of particular value to Indian children in their home life.

Some 10 or 12 of the old boarding schools for young children have already been closed. Most of them have been converted into day schools for children living in the vicinity or for children who can be brought to the schools in busses. The Indian Service program is to provide education as far as possible in schools near Indian homes so that the children may live in their own homes. Boarding schools will be continued for orphans and children from broken homes. Other boarding



Practice Cottage, Oglala Community High School, Oglala, S. Dak.

schools will be continued for the teaching of trades, agriculture, homemaking, and other vocations for older pupils.

Pledge.—Leading anthropologists of the country attending the recent meeting of the American Association for the Advancement of Science held in Pittsburgh, pledged assistance to Commissioner of Indian Affairs, Mr. John Collier, in the work of rehabilitating Indian communities and in the development of an Indian program directly related to the life and needs of Indian people.

Subsistence Homesteading

THE proper educational program to be formulated and put into execution in or in connection with the homestead units being established by the Division of Subsistence Homesteads is basic if the purposes for which the Division was established are accomplished, and at the same time both the educational activities and work of the Division fit into National, State, and local planning. Adequate attention must be given to the human element in our economic planning or the economic planning itself will prove futile.

Social planning is the providing of means by which families and communities may make their constructive adaptations to changed and changing agricultural, industrial, and economic bases of living, and in that respect education is essentially a fundamental part. The Division of Subsistence Homesteads is one of the Federal agencies engaged in assisting families to make needed adjustments through the providing of homes for low-income groups.

This Division is establishing three types of projects: [a] Those in areas contiguous to industrial centers, known as working-men's gardens; [b] Those for stranded industrial workers such as the coal miners of many West Virginia communities; and [c] Those for workers and tenants in agriculture where by such a method the decentralization of industrial population may be aided. The first of these types is increasingly dominating the program. Therefore this article is given almost completely to a discussion of educational problems as they relate to this type of project. Also the tendency for the Division to give its major support to putting low-income families—those receiving less than \$1,200 a year—on tracts of land from which a home and a food supply be received is in accordance with the outstanding population trend of the last 15 years. Automobiles and good roads having overcome distance, thousands of families, even before the depression began, turned to the country round about their places of employment and built themselves homes, where the cow, the hen, and the garden could add food to the table. The depression accentuated the movement and at the same time aggravated a serious social

★ HOW DOES *Education Come into the Picture of This New Federal Government Activity?* *Dr. Bruce L. Melvin Explains for School Life Readers*

condition in that the poor frequently went to the poorest land. The families who had their homes prior to 1929, from all evidence, have resisted the depression much more effectively than those who had had similar cash incomes but who had remained within the urban centers. Thus, when the Division of Subsistence Homesteads places families where they can work in an urban center, either in part or full time, and provide the families an opportunity to produce food for themselves, it is assisting a social movement inherent in our changing life.

The three "outs"

The objectives toward which the work of the Division is directed and which are growing more distinct, are: [a] providing security through home ownership, [b] assisting in the rebuilding of democratic neighborhood communities, [c] restoring

to our society a realization of the intrinsic value of family life lived as a unit and close to the beauties that nature affords.

An outstanding writer on social problems, some years ago, said there were three outs in life, "out of home", "out of work", and "out of health." Any person dealing directly or indirectly with the present-day struggles realizes that the human harvest society is now reaping consists of men and women who have lost their homes, have had their jobs drop from under them, and who are now broken both in health and morale. If our American history were written in terms of depressions, many pages would be devoted to the American tragedies of men and women caught between the nether stone of economic insecurity and the upper stone of a lost home. It has occurred this time. But unlike recovery periods of previous depressions, the Federal Govern-



A Typical Subsistence Homestead.

ment is assisting those whose incomes are habitually low to secure a home with its roots in the soil, and thereby provide a place to work when the factory closes or at an off season of the year.

It is trite to say that the automobile and tractor in the country and electricity and the factory of the city destroyed the character building and social control neighborhood and communities of the country, but it is true. Neighborhood communities must be rebuilt, and the rebuilding must be in accordance with living conditioned by the machine.

The point or center for such rebuilding by and through the neighborhood community is, according to the best evidence, the elementary school. If the most efficient elementary school is one having from 200 to 250 children, the neighborhood communities should have from 200 to 300 families. Interests of adults gravitate about their children. Moreover, this form of neighborhood is emerging within our "rurban" territory like the coming of the daisy in the springtime. An excellent example is an elementary school of six rooms in the suburban territory of Washington, D. C., near Alexandria, Va. This school has a parent-teacher organization that assists the school financially, which seems to be its obvious function, but in reality it is serving a social purpose through its evening meetings of parents, teachers, and children.

The subsistence homestead project may have an insufficient number of families to form a neighborhood community unit which will necessitate its being a part only of a school district, the boundaries of which are those of an efficient elementary school. This elementary school district should be a part of a secondary education system in order that the children have well-rounded educational opportunities. In some cases the number of families are to be such that a new elementary school will have to be built, but due consideration should be given to its proper placing in relation to a high school.

Harvest of cities

A third objective is the restoration of fundamental values as dominating and governing forces in society—that is the intrinsic value to the individual in the way of character development through the family life, its members necessarily forming a unity. The city destroys the family because in its stimulation of the individual the wholesome influence of the group is crushed. The harvest of the urbanization of family life is the declining birth rate and broken families. The idealism concerning the family came to us from the land. At the same time, how-

ever, the idealism of the country has been marred by drudgery. In the workingmen's garden homes it is to be hoped that the advantages of living in the open in a family circle can be united with the conveniences of the city whereby drudgery can be eliminated. The accomplishment of these purposes depends upon education to an extent that cannot be measured.

The administration of education in America is primarily a State, county, and local function. Education itself is an acquirement of a store of information, the habituation of attitudes, and the development of techniques whereby the individual makes or can make his adjustments among his fellow members in society. Since it is a subjective process, it necessarily belongs first, in respect to the growing child, to the family and neighborhood community. Of course, as adulthood approaches, education increasingly belongs to the realm of secondary relations such as are the use of books acquired through the newspapers and radios. Since the administration of education is a function of and within the State and is closely related to the neighborhood unit, the first concern of the Division is that the educational program which is to serve the homesteaders fit into the State plan and practices.

This is not applicable alone to the elementary system but applies to the other plans as well. Consequently, taking a broader perspective, a community into which a project may be placed should possess or set out to attain minimum standards that include (a) elementary- and high-school work, (b) vocational training, and (c) classes for adults.

Vocational education

Vocational education which includes training in agriculture, home economics, and industry and trade, is, in one or more of its phases, essential to the success of the projects. Vocational education may be a part of the regular high-school curriculum or to consist of evening classes for adults. Furthermore, with progressively smaller numbers of youth going to work before they are 18 years old, special classes are likely to be in evidence for them in the near future. When part of the high-school curriculum vocational training serves two functions, the broadening of the general educational curriculum and training for a financial return, the latter case may be called the training of adults.

Vocational agriculture in subsistence-homestead projects has as a special function the bringing of scientific methods to assist in food production, which is the raising of the real income of the home-

steads. Many of the homesteaders will be men and women who are unacquainted with recent progress in scientific methods of plant growth. They must be instructed. Likewise, it is just as essential that food be conserved and properly prepared as it is to raise it, and in this instruction in home economics is essential. The last phase of vocational education, trades and industries, has in the thinking of the staff of the Division been turned toward handicraft.

Adult education will be equally as essential as education for childhood and youth in making for the success of these projects. Such education must be developed by the democratic process. Numerous problems will arise within the projects; each problem can afford a base for discussion and teaching. Furthermore, civic problems—national and State—can and should be discussed through the general forum. May not these projects well become the seed beds for democratic communities? To this end community planning will be undertaken. Of course adult education may well range from training in shop work to the study of poetry, but the approach mentioned is essential. Adults who will go into the subsistence-homestead units vary in their education from the fourth grade to the college graduates. They have lacked opportunity to live during the past 4 years, but adult-education programs can supply the deficiency. Adult education is to help them to live more abundantly.

Educational ideals must not be lowered in the establishment of subsistence homesteads. These units offer unusual opportunities whereby democracy of the old town-meeting type may be recultivated. The ultimate success of the projects depends on efficiency in education, ranging from primary through secondary with vocational and adult training being added. The program is one of cooperation between the Federal Government and the States. Each must meet the other half-way.

★ New Bulletin

SUPERVISION Exercised by States Over Privately Controlled Institutions of Higher Education is the title of a new Office of Education publication prepared by John H. McNeely, Office of Education research assistant in the Division of Higher Education. Mr. McNeely analyzes laws in each of the 48 States respecting State supervision of privately controlled institutions of higher learning. The 64-page publication is available as Office of Education Bulletin, 1934, No. 8, price 10 cents, from the Superintendent of Documents, Government Printing Office, Washington, D. C.

SCHOOL LIFE

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FEBRUARY 1935

HEYWOOD BROWN AND F. P. A.

We take pleasure in reprinting recent praise of teachers from two famous American columnists, Heywood Brown and F. P. A. (Franklin P. Adams).

What you are depends to a large extent upon the conditioning which you receive in classrooms. I do not mean that anybody fresh hatched from Yale should get it into his head that he is equipped with all the facts of life. One should leave college as he leaves a dinner table, wanting a little something more. It is only the successfully educated man who carries with him into life a curiosity and inquisitiveness about the truth and its approximations.

So why should the teaching of the young be left in any part to the dull and the dispirited? Teachers of America unite. You are the great ones of our civilization. Swagger into your classroom even if your function is merely to talk about vulgar fractions. Walk always with your chin up. Look into the palm of your right hand every weekday morning when the school bell rings. See if it is not true that you are carrying a flaming torch. Then pass it on.—*Heywood Brown, syndicated article, The News, Washington, D. C., January 17.*

So to A. Hellman the physician's, and there met Will Taussig the electrical engineer that I went to school with at

Armour Institute, and he told me that last summer when he was in California he went to La Jolla and met our old teacher, Dr. Alderson, and he came upon him in swimming, and Will and I agreed that never had we, or so many other students that we knew, had a teacher that had so great an influence not only on the knowledge that he imparted to them, but also on the wisdom, and the philosophy of life, and the habits of thinking that endured. And we spoke on one thing that he would say to students who, going to the blackboard to demonstrate some theorem, and saying, "Professor, I know this, but I can't explain it." For he would say, "I don't believe it; for if you know it and understand it, you cannot help being able to explain it. For you are demonstrating fact, not opinion."—*F. P. A. in New York Herald Tribune, Conning Tower, January 12.*

★ Conference

THE sixth annual conference of the National Advisory Council on School

Building Problems will be held at Atlantic City, N. J., in the Hotel Haddon Hall, Wednesday, February 27, from 9:15 a. m., to 4 p. m. Speakers include: Assistant Secretary of Interior Oscar L. Chapman; United States Commissioner of Education John W. Studebaker; Carter Goodrich, Director Study of Population Shifts; Harolow Person, Acting Director Water Resources Section of the P. W. A. National Resources Board; and David Cushman Coyle, P. W. A. technical board of review member; Miss Alice Barrows, of the Office of Education, will report on school building needs and conditions under which such needs may be met; and Dr. Charles L. Spain and Dr. James N. Rule, State superintendent of public instruction in Pennsylvania will submit plans for regional, State and city school plant surveys in 1935. Reservations for luncheon can be made by addressing Miss Alice Barrows, Hotel Haddon Hall, Atlantic City, N. J.



★THE DESIGN for this issue of SCHOOL LIFE is another prize drawing submitted to the Federal Office of Education in the SCHOOL LIFE cover design contest. The design, "Athletics in the School," was drawn by Adelaide Coch, artist in the Rhode Island School of Design, Providence, R. I.

Honorable mention was given to the four drawings shown above, the work of (1) J. Stanley Perry, (2) Esther Almy, (3) Bessie Dearden, and (4) Dorothy Greene.

Competition for the February SCHOOL LIFE cover designs was carried on in the Rhode Island School of Design under the direction of Royal B. Farnum, educational director, and John Goss, instructor in design.

January SCHOOL LIFE carried the first winning cover design, the Boston Latin School, whose three hundredth anniversary has prompted the celebration of the Tercentenary of Secondary Education in the United States this year. March SCHOOL LIFE cover design will illustrate "Apprentice Education."

What Has Happened to *Our* Schools?

THIS article is addressed especially to boards of education and school trustees, those groups that are responsible in the final issue for good schools. I am writing it because of the report of the Kent (England) education committee¹ which I have just been reading. In plain, direct language the committee tells what it did with the schools of Kent during 5 difficult years. Here is the story of its experience written and published by the group for whom those years must have been very trying. Records of this kind are valuable because they tell for the smaller units of an education system just how the workers handled the schools. In the past 5 years hundreds of boards of education and school trustees in the United States have been compelled to carry on in the face of unusual obstacles. I am hoping that many of them will do as the Kent education committee has done, write and publish the record of their work so that we may know better what happened to our schools during the depression and how to protect them when other hard times come.

Kent is one of the small counties of England; its eastern and southern borders are the English Channel. Sussex adjoins it on the west; the northwest corner reaches up near to London; and the Thames forms its northern boundary. It is mainly a well-settled rural area with no great population changes except in the northwest where an urban district is developing so rapidly that 4,700 children were added to the school rolls in 5 years.

For higher education—which in England means education for persons beyond 14 or 14 years of age in secondary, technical, art and commercial schools, teacher-training colleges, adult education classes, etc.—the Kent education committee is responsible throughout the county, except for Canterbury, a county borough. For elementary education, the committee has a more restricted area; Canterbury and 16 boroughs handle their own elementary schools. But in elementary education alone the committee was providing for over 81,000 children; and in secondary schools, over 13,000.

¹ Education in Kent during the five years 1928-1933. Maidstone. Kent Education Committee. 1934. 225 p., illus.

★ JAMES F. ABEL, *Submitting Report of Committee of Kent, Asks United States Boards of Education and School Trustees to Record Work During Depression Years*

Among its activities are furnishing school conveyance, caring for physically and mentally defective children, providing school meals, arranging for teacher training including a summer school and short residential courses, and offering further education in junior technical schools, schools of art, agricultural classes, classes for miners in the coal fields, and evening and part-time instruction. It carries on a vocational-guidance program and maintains a county library with 368 centers. Moreover, it publishes a monthly journal, the Kent Education Gazette.

Of the years 1928 to 1932, the committee writes:

No period of equal length in the world's history of education has seen difficulties which were at once so numerous, exacting, and perplexing. * * * At the same time the schools have shown, in the face of difficulties which only those who have personal contact can fully appreciate, an invincible determination to

maintain a high standard of work, and considerable progress in many directions can be recorded.

The beginning of the period found the committee reorganizing the schools in accordance with the Hadow report, an undertaking that would require some years to complete. In 1929 the English Government announced that it proposed to raise the school-leaving age from 14 to 15 as from April 1, 1931, and asked school authorities to arrange their schemes for 1930-33 to take care of the increased number of children, which in Kent amounted to 8,000, that would be in the schools. It agreed to increase the rate of Government aid on capital expenditures from 20 to 50 percent for 3 years. Accordingly the committee laid out a 3-year program of building which called for 75 new schools at an investment of £2,244,352 to take care of the reorganization already under way and of the higher school-leaving age.

Later the proposal to raise the leaving age was withdrawn—the bill has not yet become law—and in 1931 the Government withdrew the extra 30 percent in aid of capital expenditure. Also in that year grant for teachers' salaries was reduced by 10 percent and other aid from the Government was cut.

With these and other economies forced upon it, its program disrupted, a strong inflow of people to northwest Kent, unemployment difficulties and like troubles, the committee is still able to report that the educational machine has stood the strain well.

In the matter of accommodation, 4 secondary school buildings were erected and 9 enlarged; 2 new buildings were added for further education and 1 enlarged; and no fewer than 27 elementary schools were built and 10 extended. With rare business foresight, the committee explains:

The purchase of sites has rightly been curtailed less than the provision of new buildings; for the acquisition

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“Under Five Gardeners.”

The Vocational Summary



MARKETING schools, where farmers and their families learn the fundamentals of cooperative marketing, were conducted in 92 Indiana counties last year. These schools, sponsored by the Indiana Farm Bureau in cooperation with vocational education leaders, served more than 8,000 farmers. The schools were conducted one night a week in each community for a period of 8 weeks.

Craftsmanship club

Plans for the organization of students enrolled in vocational trade and industrial classes in the United States and Canada into a club to be known as the Future Craftsmen of America were presented at the American Vocational Association convention in December by Paul L. Cressman, assistant State commissioner of education for Michigan. Ten objectives are:

To promote the spirit of craftsmanship; to prepare industrial students for a worthy occupation; to encourage the vocational industrial student to become an efficient producer in order to meet the economic needs of a good citizen and to become a social asset to his community, school, and Nation; to encourage intelligent devotion to a vocation for the purpose of building public respect for the vocation; to develop industrial leadership; to promote cooperation between industry and school; to encourage recreational and educational activities for students in industrial education; to encourage cooperative effort among industrial students; to add incentive for achievement; and to encourage habits of safety.

The plan provides for motivation of members through the setting up of degrees, ranks, positions, rewards, recognitions, and ceremonies in a manner which will tend to promote the ideals of craftsmanship and good citizenship. It provides further for club insignia, for promotion factors, for graduation into an advanced organization to be known as the Young Craftsmen of America, and for leadership in social- and community-service activities.

Action on this matter was referred to a special committee appointed by the executive committee of the American Vocational Association, which it is hoped will be able to work out with Commissioner of Education John W. Studebaker and Assistant Commissioner for Vocational Education J. C. Wright a plan for the establishment of the proposed organization on a national basis.

School safety

The department of trade training of the Pittsburgh public schools has found that the apprentice who has had an organized safety course in addition to his shop training is far more acceptable to industry than one without training. For this reason the department has organized a safety training program consisting of four main features: (1) A related safety program, (2) a shop safety program, (3) inspection of shops for hazards, and (4) compilation of cumulative accident statistics. The related safety program, a regular unit of the shop course taught in the classroom, parallels a safety program in the school shop. It consists of detailed discussions of safe practices, analyses of accident hazards, and the assembly by students of a safety reference book from clippings from newspapers, industrial magazines, and trade journals. The shop safety program consists of instruction in safe manipulative methods, posting of safety literature on the shop bulletin board, supervision by a student safety supervisor, maintenance of weekly accident reports for each student, and monthly meetings of the safety supervisors for discussion and instruction. An inspection committee composed of safety directors from industry inspects the shops and shop equipment once a year and suggests changes to decrease safety hazards. The safety program in the Pittsburgh schools has been developed and is directed by the coordinator of trade schools, Wesley M. Rossier.

Shoemakers, etc.

"The lame and the halt are laying aside crutches or rising from wheel chairs after years of suffering from osteomyelitis, paralysis, and other scourges, to take places at shoemakers' lasts * * * telling in their own way the parable of the State vocational rehabilitation service." So reads the opening paragraph of a clipping from the Roanoke (Va.) World-News, which describes some specific cases of rehabilitation of disabled persons in southwest Virginia under the supervision of Walter C. Chapman. Shoemaking, the article shows, is only one vocation to which handicapped farmers, truck drivers, and others have been trained in that section of

the State. Approximately 50 percent of the known 5,006 cases of handicapped persons in Virginia are being aided by the Virginia rehabilitation service, R. N. Anderson, head of the service, states; 20 percent are being trained for work, while 30 percent have been aided and are already at work.

Clinics for homemakers

Home-economics teachers in a number of high schools in Illinois have adopted the plan of making their classes serve as clinics for homemakers in their communities. In several instances teachers have inserted notices in local newspapers stating that they will be glad to assist families on relief in their homemaking problems. In Carthage, Ill., the teacher presents the problems to her class, the members of which work out solutions as a part of their class work. Budgeting, food, clothing, and similar problems receive attention in these classes. The teacher, a native of the town, has a particular advantage in this work, since she knows most of the families and something about their individual situations. Names of families presenting problems for solution are not divulged to the class members.

Servicing course

Under the guidance of F. V. Golitz, the Allegheny Vocational School in Pittsburgh conducts a course designed to teach boys how to service electrical appliances such as washing machines, refrigerators, vacuum cleaners, curling irons, irons, ironers, sweepers, and radios. Servicing is taught on actual repair jobs. The interesting thing about this course is that it is being operated with a minimum of equipment. And in many cases, the equipment used—such as an appliance test stand, meter-reading scale, grinders, refrigerator test stand, and core winder—was constructed by the students. Cast-off equipment and parts from shops of other schools in the city, or contributed by dealers, frequently furnish Mr. Golitz and his students with just the material or parts they need. The course of training consists of nine units covering instruction in all types of electrical appliance servicing, motor winding, and trouble shooting, as well as instruction in trade

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Future Farmers

Scale the Heights

THE controlling purpose of the Future Farmers of America, that 85,000-member organization of boys studying vocational agriculture in this country, as listed in its manual, is "to develop leadership." All over the country these boys are taking their places locally as leaders in the school, the F. F. A. chapter, the national farm organizations, the church, such "service" clubs as Kiwanis and Rotary, chambers of commerce, and other organizations. In recent months, however, a number of instances have come to light of Future Farmers who have extended their leader-



Thomas Gardner.

ship activities beyond the boundaries of their own communities into county, State, and even national spheres.

For example, there is the case of Thomas M. Gardner, 19 years old, of Georgetown, Ohio, who only recently was elected president of the farm bureau federation of his own county. A graduate of the vocational agriculture course in Georgetown High School and a member of the Georgetown F. F. A. chapter, Thomas received the State farmer degree in the organization in 1933 and the American farmer degree in 1934. At the time he applied for the American farmer degree he owned 1 acre of land, 11 hogs, 2 cows, 1 horse, 15 geese, and 25 chickens and was renting 62 acres of land, 25 of which were in field crops and hay. The supervised farming programs he developed during

his 4 years in the agricultural course included tobacco, corn, oats, wheat, and hogs, from all of which he realized a total labor income of over \$2,000. His scholarship record was a creditable one. With his father as a partner, he was planning to buy a 200-acre farm. His long list of leadership activities, particularly in the local farm bureau, made him a logical candidate for the presidency of that organization.

And now Vernon Howell, 22, and Ed. H. Baca, 21, have extended the fame of the Future Farmers of America, and have exemplified the training it gives its members in leadership. They have been elected to the State legislatures of Oklahoma and New Mexico, respectively. Records of both Howell and Baca explain their rise.

Howell, who graduated from the 4-year course in vocational agriculture in his home town, Guymon, Okla., and is a member of the local F. F. A. chapter, received his State farmer degree in 1931, and an American farmer degree in 1932.



Vernon Howell.

He was elected national president of the Future Farmers of America. When Howell graduated in 1932 he owned 6 hogs and 95 hens, was renting 240 acres of land and 4 work horses, and planned to purchase additional acreage. From his 4-year supervised farming program, which included chicks, egg production,

wheat, millet, milo, kaffir, hog production and wheat, Howell derived a total labor income of \$1,200. He has made an exceptionally good record in his farming operations, in scholarship, and as a leader in F. F. A., school, local agricultural organizations, and the local chamber of commerce.

Baca's record, reported by Frank E. Wimberly, State Supervisor of Agricultural Education for New Mexico, is equally fascinating, particularly the incident of his nomination for the office of State legislator. At a father-son banquet arranged last July by the Socorro, New Mexico Chapter of the F. F. A., of which Baca is a member, he presented an excellent exposition of the legal and engineering features of the drainage, irrigation, and reclamation projects in the Middle Rio Grande Conservancy District. He pointed out what advantages might be expected in the Socorro district from these projects.



Ed. H. Baca.

As a direct result of Baca's discussion, he was nominated as a candidate for the State Legislature. "Living in a sparsely settled area comprising two counties", Wimberly says in his letter, "Baca carried his own county and the other county by substantial majorities. Baca has been a Future Farmer for several years and made a good record in scholarship and farm management."

Schools Without Security

[Continued from page 123]

been compiled showing the number of teachers that would have to be paid by F. E. R. A. up to January 31, 1935, and the amount required at \$60 per month per teacher under such a program. It is now known that there are 25,091 such teachers and that \$2,548,160 will be required to pay their salaries. The data are shown by States in table III.

Tennessee and Maine

WITHIN the past few years a number of States have been taking stock through educational commissions of their public school systems and outlining forward looking programs. Two States that have recently published reports of the findings and recommendations of such commissions are Tennessee¹ and Maine.²

The Tennessee report was prepared under the direction of a commission created by an act of the State legislature in 1933. The commission at its first meeting determined to study all phases of education in the State. In order to make such a study the work was divided into six major parts, namely: Aims and objectives of public education; the school curriculum; control, organization, and administration of schools; school buildings and equipment; school finance and management; and educational results. A committee was appointed to be responsible for each of these major topics. As the work proceeded small subcommittees were set up under each major committee for the purpose of promulgating certain phases of the work. In all there were 49 subcommittees. In addition to these there were 182 fact-finding committees, composed of superintendents, selected principals, teachers, and laymen from each county and/or city. The members of each committee were Tennesseans. The survey was thus a self-survey.

The report of the commission consists of two parts. Part I contains an analysis of facts regarding public education in Tennessee which should enable the people of the State to get an accurate picture of the scope and effectiveness of their public school system. It also contains a list of 275 problems said to be in need of solution. Part II contains suggestions of the commission for the solution of these problems and its recommendation for the improvement of public education in Tennessee.

The report contains many recommendations relating to elementary and secondary education, special types of education, the preparation of teachers, school libraries, school buildings, State and local school

★ RESULTS of Educational Stock Taking in Two States Shown in New Survey Reports—W. S. Deffenbaugh

administration, finance, etc., but owing to lack of space only a few of the recommendations are given here. Those quoted relate to the administration and the financing of the schools. The following are some of the many recommendations on these two phases of the school system:

1. The State board of education should be composed of 9 members appointed by the Governor for a term of 9 years, 1 member to be appointed each year.

2. The State board of education should be responsible for determining the entire educational program, including elementary schools, high schools, colleges, adult education, eleemosynary institutions, with the exception of the University of Tennessee. The board should also appoint the commissioner of education, fix his compensation and tenure of office.

3. The number and size of schools within a local administrative unit should be determined by the State board of education.

4. The county should be the minimum or smallest local unit of school administration in Tennessee.

5. The county board of education should be elected by the people of the county at large. This board should elect and fix the salary of an executive officer with a minimum term of 4 years.

6. The revenue system of the State should be revised so as (a) to eliminate the State property tax of 8 cents on the hundred dollars of taxable property, and (b) to increase the revenues of the State by the enactment of such new tax legislation as may be necessary to provide sufficient funds to meet an appropriation of at least \$15,755,000.

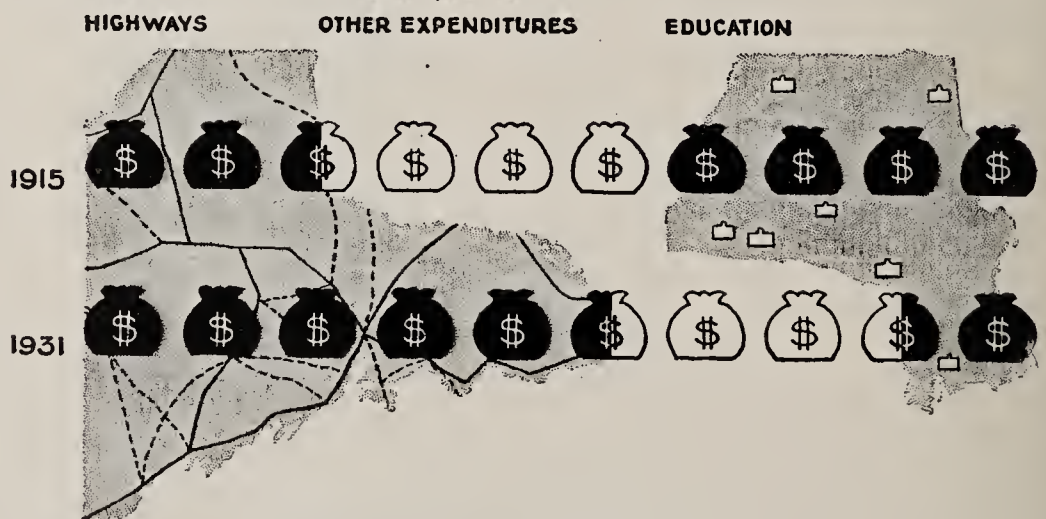
7. State aid to the elementary and secondary schools should be distributed under the direction of the State board of education on the basis of the number of teaching units to which a school district may be entitled as determined by the average daily attendance and density of population.

The Maine report deals principally with problems of school finance in the State. The commission which was appointed by the governor in 1933 at its

[Continued on page 143]

DISTRIBUTION OF EXPENDITURES IN MAINE, 1915 AND 1931

Each unit \$ represents 10% of total state expenditure



Maine Report Makes Figures Interesting.

¹ Report of the Tennessee Educational Commission, 1934.

² The Financing of the Public Schools of Maine, the Maine School Finance Commission, November 1934.

Educators' Bulletin Board



Meetings

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. Philadelphia, Pa., April 5-6.
AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS. Raleigh, N. C., April 16-18.
AMERICAN COLLEGE PERSONNEL ASSOCIATION. Atlantic City, N. J., February 20-23.
AMERICAN FIELD SERVICE FELLOWSHIPS FOR FRENCH UNIVERSITIES, INC. New York, N. Y., March 15.
AMERICAN ORTHOPSYCHIATRIC ASSOCIATION. New York, N. Y., February 21-23.
CLASSICAL ASSOCIATION OF NEW ENGLAND. Andover, Mass., March 29-30.
EASTERN COMMERCIAL TEACHERS ASSOCIATION. Philadelphia, Pa., April 17-20.
GEORGIA EDUCATION ASSOCIATION. Macon, April 11-13.
JUNIOR HIGH SCHOOL CONFERENCE. New York, N. Y., March 8-9.
KENTUCKY EDUCATION ASSOCIATION. April 11-13.
MICHIGAN SCHOOLMASTERS CLUB. Ann Arbor, April 26.
NATIONAL ADVISORY COUNCIL ON SCHOOL BUILDING PROBLEMS. Atlantic City, N. J., February 27.
NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING. Atlantic City, N. J., February 24-26.
NATIONAL ASSOCIATION OF COLLEGIATE DEANS AND REGISTRARS IN NEGRO SCHOOLS. Washington, D. C., March.
NATIONAL ASSOCIATION OF DEANS OF WOMEN. Atlantic City, N. J., February 20-23.
NATIONAL ASSOCIATION OF PENMANSHIP TEACHERS AND SUPERVISORS. Indianapolis, Ind., April 18-20.
NATIONAL ASSOCIATION OF REGIONAL STANDARDIZING. Atlantic City, N. J., February.
NATIONAL ASSOCIATION OF SECRETARIES OF STATE TEACHERS ASSOCIATIONS. Atlantic City, N. J., February 25-26.
NATIONAL ASSOCIATION OF SUPERVISORS OF ELEMENTARY SCIENCE. Atlantic City, N. J., February 25.
NATIONAL ASSOCIATION OF TEACHERS AGENCIES. Atlantic City, N. J., February.
NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. Atlantic City, N. J., February 22 and 23.
NATIONAL EDUCATION ASSOCIATION. Atlantic City, N. J., February 23-28:
Department of Deans of Women. February 20-23.
Department of Rural Education. February 20-23.
Department of Secondary School Principals. February 20-23.
Department of Superintendence. February 23-28.
Department of Supervisors and Directors of Instruction.
Department of Teachers Colleges.
NATIONAL FEDERATION OF BUREAUS OF OCCUPATION. Atlantic City, N. J., February 20-23.
NATIONAL FEDERATION OF STATE HIGH SCHOOL ATHLETIC ASSOCIATIONS. Atlantic City, N. J., February 25.
NATIONAL HONOR SOCIETY OF SECONDARY SCHOOLS. Atlantic City, N. J., February.
NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Atlantic City, N. J., February.

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION. Atlantic City, N. J., February 20-23.
NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS, COMMISSION ON SECONDARY SCHOOLS. Chicago, Ill., April 10-13.
PERSONNEL RESEARCH FEDERATION. Atlantic City, N. J., February 20-23.
PRIVATE SCHOOL ASSOCIATION OF THE CENTRAL STATES. Chicago, Ill., March 15-16.
PROGRESSIVE EDUCATION ASSOCIATION. Washington, D. C., February 21-23.
TEACHERS COLLEGE PERSONNEL ASSOCIATION. Atlantic City, N. J., February 20-23.
TENNESSEE COLLEGE ASSOCIATION. Nashville, April 17-18.
WASHINGTON STATE SCHOOL DIRECTORS ASSOCIATION. Olympia, February.
WESTERN ARTS ASSOCIATION. Chicago, Ill., April 3.

MARGARET F. RYAN

Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan follows:

BALDWIN, CLARE C. Organization and administration of substitute-teaching service in city school systems. Doctor's 1934. Teachers college, Columbia university. 115 p.
BLACK, FLORENCE M. Panel discussion technique in the junior high school social studies. Master's 1934. George Washington. 36 p. ms.
BLOCH, HERBERT A. Concepts of our changing loyalties: an introductory study into the nature of the social individual. Doctor's 1934. Columbia university. 321 p.
BOVEY, HAROLD S. Status of clubs in American public secondary schools. Master's 1934. George Washington. 117 p. ms.
GREENE, MICHAEL. Midyear promotion and its effect on high-school grades. Master's 1934. George Washington. 53 p. ms.
HELSEY, ALBERT D. Education of primitive peoples: a presentation of the folklore of the Bura Animists with a meaningful experience curriculum. Doctor's 1934. Teachers college, Columbia university. 317 p.
HOFFMAN, MOSES N. H. Measurement of bilingual background. Doctor's 1934. Teachers college, Columbia university. 75 p.
LINCOLN, MILDRED E. Educational and vocational information as part of a guidance program with criteria for measuring results. Doctor's 1934. Harvard university. 318 p. ms.
LITTLE, HARRY A. Potential economies in the reorganization of local school attendance units. Doctor's 1934. Teachers college, Columbia university. 78 p.
MARCH, LELAND S. Motivating physical education for junior high school boys. Master's, 1934. Boston university. 75 p. ms.

MISNER, FRANK M. Extra costs and incidental costs in the erection of school buildings. Doctor's, 1934. Teachers college, Columbia university. 79 p.

NASH, WILLARD L. Stated aims and purposes of the departments of military science and tactics and physical education in the land-grant colleges of the United States. Doctor's, 1934. Teachers college, Columbia university. 129 p.

NICHOLS, FREDERICK G. Personal secretary: differentiating duties and essential personal traits. Doctor's, 1934. Harvard university. 105 p.

ORATA, PEDRO T. Theory of identical elements, being a critique of Thorndike's theory of identical elements and a reinterpretation of the problem of the transfer of training. Doctor's, 1927. Ohio State university. 204 p.

PLYMALE, PAULINE M. Survey of handedness in the Huntington elementary schools. Master's, 1934. West Virginia university. 118 p. ms.

SANDERS, BARKEV S. Environment and growth. Doctor's, 1934. Columbia university. 376 p.

SCHAFER, FRED W. Survey of scholastic probation. Master's, 1930. University of Kentucky. 188 p. ms.

SCOTT, CECIL W. Indefinite teacher tenure: a critical study of the historical, legal, operative, and comparative aspects. Doctor's, 1934. Teachers college, Columbia university. 165 p.

WHITE, DOROTHY S. Improving the pronunciation of high-school seniors. Master's, 1934. West Virginia university. 77 p. ms.

WILKE, WALTER H. An experimental comparison of the speech, the radio, and the printed page as propaganda devices. Doctor's, 1934. Columbia university. 32 p.

RUTH A. GRAY

New Books and Pamphlets

Children's Literature

The History of French Children's Books, 1750-1900. From the collection of J. G. Deschamps . . . Boston, Mass., The Bookshop for Boys and Girls, Women's Educational and Industrial Union, 1934. 39 p. 50 cents.

Traces the early development of French children's books with description of books in each group: Prints; A.B.C.'s; Books of deportment; Fables; Old fairy tales; the Classics; The Development of Juvenile Literature; Books of knowledge; Books of travel; Magazines; Children at play; Printed games; Printed boxcovers for games; Songs.

Literature Old and New for Children; materials for a college course, by Annie E. Moore. Boston, New York, Houghton Mifflin Co., 1934. 446 p. \$1.50.

For the help and guidance of teachers in all grades of the six-year elementary school. Presents historical aspects of the subject, the contributions of various leading writers and modern criticism. Bibliographies

[Continued on page 137]

To C. C. C. Educational Advisers



★ THE educational program now being conducted in the camps of the Civilian Conservation Corps is a great American folk school movement. These are some characteristics of the folk school. It is an educational enter-

prise for adults and older youths growing out of the native culture of a people. Moreover, it is an enterprise that develops and expands that culture by teaching the people more about the things that are of most interest or importance to them. It is not imposed from above; it does not prescribe an individual's curriculum; it meets the immediate needs and interests of the people. In the folk school one group may be studying their social and economic problems, another their vocational problems, another may be satisfying their yearning for self-expression. Accept this definition or its equivalent, and the educational program now going on in C. C. C. camps meets the same need as the folk school has met in other countries. Yet it is an attempt to meet a distinctly American need in a distinctly American way.

Education in America is in a state of self-examination. The last decade has witnessed intensive studies of the aims and the methods of many fields of professional training, of the liberal arts college, and of the lower schools. Complacency is largely gone. Time-honored curricula are under searching scrutiny to see if imputed values for the individual are really there. The individual is the center of interest; our grave concern is the development of his powers and his individuality.

Happily the educational philosophy underlying the C. C. C. educational program as stated in the Handbook for Educational Advisers is in full consonance with this current movement.

No curriculum is prescribed; specific methods are not mandated. Here is the essence of the modern philosophy of adult education, and of the folk school idea: Namely, that not only the individual shall be fitted to live in his own world, but that his immediate needs and interests shall be

C. C. C. Educational Program is a Great American Folk School Movement—An Attempt to Meet a Distinctly American Need in a Distinctly American Way, Says C. S. Marsh, Educational Director

made the dominant concern. In a voluntary enterprise not what he should study, in the opinion of another, but what he wants to study right now is the cardinal consideration. Indeed, wide experience in adult education shows very clearly that if the adult's interest is caught and held he can be shown quite easily and quickly that to do well what he has in mind, he must supplement his immediate study interest by supporting materials. He comes therefore in the end willingly, and often eagerly, to take up those fundamentals which he at first refused, and which no compulsions could have enforced.

And so the C. C. C. educational program, based on a sound philosophy of adult education offers to enrollees in each camp as far as possible the opportunity to study those things that their interests demand. By so doing it not only serves enrollees effectively but it continues to elicit strong commendation from adult-education leaders and many others, in all quarters of America.

But in some quarters I think I detect pressures to narrow the C. C. C. educational program. There are those who think it would be better for us to limit our undertaking to a few subjects. Certainly our job would be easier if a limited curriculum were prescribed for all camps. But such a program would not interest nearly the number that are now interested, nor would it do for enrollees what should be done. Don't yield to pressures to narrow your program.

Keep the handbook constantly in mind. That admirable statement of our educational philosophy and our procedures was approved by the Secretary of War. It is binding upon all of us. No one short of the Secretary of War has power to change it. Leaders in adult education all over the land have praised it as an unusual docu-

ment. You will recall that according to the handbook you are required, under the direction of the Company Commander, to "develop an educational program suited to the needs and interests of the men in your Camp."

As your monthly reports come into this office they are carefully studied. The strength and diversity of your camp schedules impress all whose judgment grows out of experience in adult education. A recent incomplete tabulation showed that 534 different subjects were being taught in the Civilian Conservation Corps. That figure doesn't adequately represent the facts in the case because, for instance, English was listed as one subject, whereas in practice what is designated as English in one camp undoubtedly differs in content from what is given under the same designation in other camps.

There is much interest in vocational training. Of course, that is important. We must keep vividly before us the economic plight of these enrollees. All of the vocational counseling, guidance, and training that can be given should be. But let's not stop there, as some would have us do. America needs men who can read the daily newspapers comprehendingly, who can at least try to think constructively about the problems of today and tomorrow, who have some mental poise, and who, taking a wholesome interest in things and ideas and people, are not completely walled in by circumstance.

Ten, fifteen, and twenty years from now what you are doing for enrollees along such lines may mean infinitely more to them than you now realize.

In a camp of 200 enrollees the needs and wishes of the men concerning subjects for study will cover a considerable range. Meet those needs and interests as far as it is humanly possible to do so.

National Resources Report

BROAD outlines of a program of long-range national planning by which the natural resources of the Nation will be conserved and utilized for the benefit of all, now and in the future, and a public policy of ownership and use of land such as will serve the general welfare rather than merely private advantage, are recommended to the President in two voluminous reports which will undoubtedly have much influence on the decisions of both President Roosevelt and Public Works Administrator Harold L. Ickes, when they lay plans for that long-range public works program which will, directly or indirectly, affect every individual in the United States in the years to come.

The first of these volumes to appear was a report on the principles, policies, conditions, and problems of the use and control of water in the Mississippi drainage area. The committee which worked on it endeavored to bring into common focus many phases of the subject which usually have not been treated in their relations to each other. The 234-page bulletin, well illustrated with maps, colored charts, and half-tones, may be

obtained from the Superintendent of Documents for \$1.50.

In a section devoted to recreation, attention is called to the major role water plays in recreation—the seashore, lakes, ponds, rivers, streams, and waterfalls—and suggestions are made for making use of such potential recreational areas.

The program which took a year to prepare is based on studies by a group of the Nation's leading scientists and technicians. The committee was assigned this task by the President. Thirty-one States were included in the study. The Mississippi Valley committee, after completion of this report was reconstituted as the technical committee on water of the National Resources Board.

The other report to which reference is made is that of the National Resources Board, of which Harold L. Ickes, Secretary of the Interior, is chairman. This report, to quote from the foreword, brings together for the first time in our history exhaustive studies by highly competent inquirers of land use, water use, minerals, and related public works, in relation to each other and to national planning, and

lays the basis of a comprehensive long-range national policy for the conservation and development of our fabulous national resources.

Still unfinished, the complete report is to be issued by the Superintendent of Documents in the following five parts and later bound in one volume:

Part I—Report of the National Resources Board. 25 cents.

Part II—Report of the Land Planning Committee. 35 cents.

*Part III—Report of the Water Planning Committee. \$1.

Part IV—Report of the Planning Committee for Mineral Policy. 15 cents.

*Part V—Report of the Board of Surveys and Maps. 20 cents.

*Bound Volume. \$4.50.

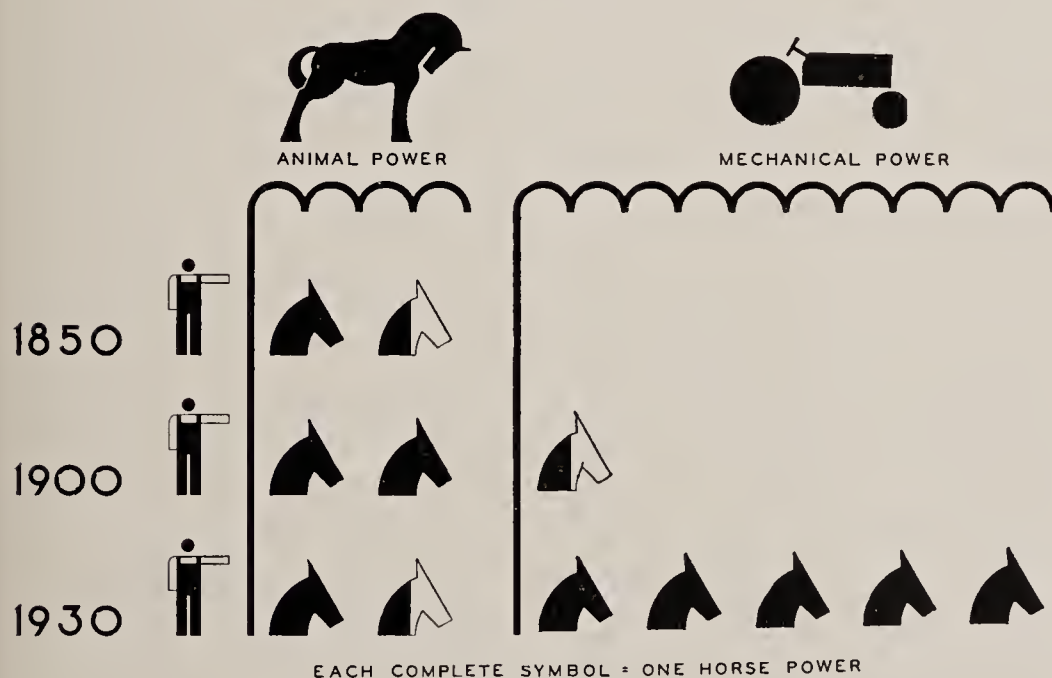
*Still unfinished. The other parts are available from the Superintendent of Documents.

Parts I, II, and IV have already been submitted to the President in accordance with Executive Order No. 6777, dated June 30, 1934, in which the President asked the Board to submit a report on land and water use on or before December 1, 1934, the program to include the coordination of projects of Federal, State, and local governments and the proper division of responsibility and the fair division of cost among the several governmental authorities.

These two comprehensive reports, prepared at the President's request, will, no doubt, be found among the Government Printing Office's best sellers during the coming year.

MARGARET F. RYAN

POWER PER FARM WORKER IN U. S.



Typical illustration in National Resources Report.

New Books and Pamphlets

[Continued from page 135]

Library service

Countrywide Library Service, a compilation of articles on service organized by counties and other large units, ed. by Ethel M. Fair. Chicago, American Library Association, 1934. 208 p. \$2.50.

Presents a constructive account of methods of making books available over wide areas.

An Estimate of Standards for a College Library, planned for the use of librarians when presenting budgets to administrative boards, by Blanche Prichard McCrum. Lexington, Va., Washington and Lee University, 1933. 78 p. 55 cents.

Contents: Changing opportunities and responsibilities of a college library; Book collection; The staff; The budget; The catalogue; Faculty relations. Building.

The Student Library Assistant, a workbook, bibliography, and manual of suggestions, by Wilma Bennett. New York, The H. W. Wilson Co., 1934. viii, 267 p. \$2.40.

[Continued on page 139]

Vocational Education in 1934

SOME data on developments in the field of vocational education in the United States have been compiled by the vocational education division of the Office of Education from reports received from the boards of vocational education in the 48 States, Hawaii, and Puerto Rico, for the fiscal year ended June 30, 1934.

These reports show that 1,119,140 youths and adults of all ages were enrolled in vocational courses of all types. In round numbers, 289,000 were adult farmers and farm boys and girls pursuing courses in vocational agriculture; 486,000 adult trade and industrial workers and boys and girls taking trade and industrial courses; and 344,000 women and girls enrolled in home economics courses.

Enrollment facts

The total enrollment in these vocational courses represents a decrease, as compared with the fiscal year ended June 30, 1933, of some 31,000—accounted for principally by a reduction in enrollments for part-time general continuation trade classes. As in 1933, also, decreases were reported in evening trade and industrial and home economics classes. The decreases for 1934, like those for 1933, reflect the continuing unemployment situation, since part-time and evening classes are organized primarily for employed workers. A glance at the records, however, reveals that the decreases in enrollment in evening and part-time trade and industrial classes were partially offset in both 1933 and 1934 by increased enrollments in all-day trade and industrial classes and in 1934 by increases in agricultural evening and part-time schools.

It must be remembered, further, that the reduction in enrollments for part-time and evening trade schools is accounted for partly by decreased appropriations of Federal, State, and local governments for vocational education.

Rehabilitations up

Equally interesting are the data covering the vocational-rehabilitation program carried on in the 45 States which have accepted the provisions of the Federal Vocational Rehabilitation Act of 1920.

★ FIRST Facts and Figures for Vocational Education in Agriculture, Trade and Industries, Home Economics, and Rehabilitation for Past Year—Charles M. Arthur

During the fiscal year ended June 30, 1934, 8,062 persons disabled through accident, sickness, or congenital defects were restored to economic self-sufficiency. This increase of 30 percent over 1933 is attributable in part to the supplementary Federal funds made available by the F. E. R. A. for the promotion of the rehabilitation program. Persons completely rehabilitated and placed in self-supporting jobs numbered 8,062; persons in process of rehabilitation, 37,681. This total included 1,422 who had been prepared for and placed in employment, but were still being followed up to insure permanent rehabilitation, and 4,729 who had been completely prepared for employment, but still awaiting placement.

Emergency services

No account of vocational education for the past year would be complete without a brief reference to the new demands placed on the program by the unemployment situation.

Federal and State vocational staffs have cooperated in extensive surveys of changing conditions in industry, agriculture, and the home to determine specific needs for training, and the modification of vocational programs to meet these needs in keeping labor fit for employment.

Trade and industrial services

Vocational-training agencies cannot create jobs for the unemployed, but they can be and during the past year have been modified to take account of the new requirements being imposed upon workers. Many adults thrown out of work by changes in industry have received instruction in vocational classes which has enabled them to secure employment. Surveys have been made of changes in employment conditions under N. R. A. codes to determine specific needs for training and to determine the provisions for train-

ing apprentices and adult workers under these codes. All-day school programs have been modified to meet the needs of youths 14 to 18 years of age, no longer permitted to accept employment.

Home economics services

State staffs for home economics education have cooperated with the Federal office staff in modifying local vocational programs. Because families have reduced income, the programs have concentrated instruction on methods of supplementing, conserving, and spending economically such income as is available.

Development of adult programs of consumer education for the training of homemakers as buyers and conservers of family resources has been stressed. Day and part-time homemaking classes have emphasized local home and family needs in the emergency. Home-making departments in the schools have provided free school lunches for needy children. Instruction also stressed canning, drying, and otherwise preserving foods for future use; economical selection, preparation and serving of foods; raising garden products for home consumption; renovating, repairing, and constructing garments; renovating household furniture and equipment; and the practice of arts and crafts in the home as a source of revenue.

Vocational agricultural services

Farm financing, agricultural production control, erosion control, agricultural planning, and land utilization programs have developed new problems in farm practices, marketing, and management. Establishment of subsistence homesteads, the formulation of rural rehabilitation programs, the Emergency Relief Administration program of work relief for unemployed teachers, and the adoption of educational programs for Civilian Conservation camps have created urgent de-

mands for services of members of agricultural education staffs.

As a result of concerted efforts the 5,000 agricultural teachers in the country have been able to cooperate effectively with Federal, State, and local agencies of agricultural adjustment and relief. They have coordinated vocational agriculture instruction with the programs of the newly established agencies.

Vocational rehabilitation

F. E. R. A. funds have made possible censuses of the disabled and constructive relief service in the form of vocational rehabilitation, with the result that many of the disabled have been removed from unemployment and dependency relief rolls. During the year, also, cooperative working relations between State employment offices and rehabilitation departments were set up in a number of States under the Wagner-Peyser Act passed at the last session of Congress.

New problems

Widespread unemployment conditions which have confronted the Nation during the past 4 years have served to focus attention in particular upon two problems of vocational education: (1) the educational needs of our 14- to 18-year-old youths, and (2) the needs of employed adult workers for occupational adjustment training.

The gap between the age of full-time compulsory school attendance and the minimum age of employment as fixed by child-labor legislation or N. R. A. Codes, or as determined by industry, presents a serious problem for vocational education.

14- to 18-year-old problem

It is common knowledge that during the past few years youths who have dropped out of school for one reason or another at the earliest age permissible have constituted a large proportion of the unemployed. These youths need suitable educational opportunities. It is clear

that all-day school must take over some of the services which have been rendered to employed youths from 14 to 16 years of age by part-time schools. Furthermore part-time schools must modify and expand their vocational programs to meet the needs of an older group—youths over rather than under 16 years of age.

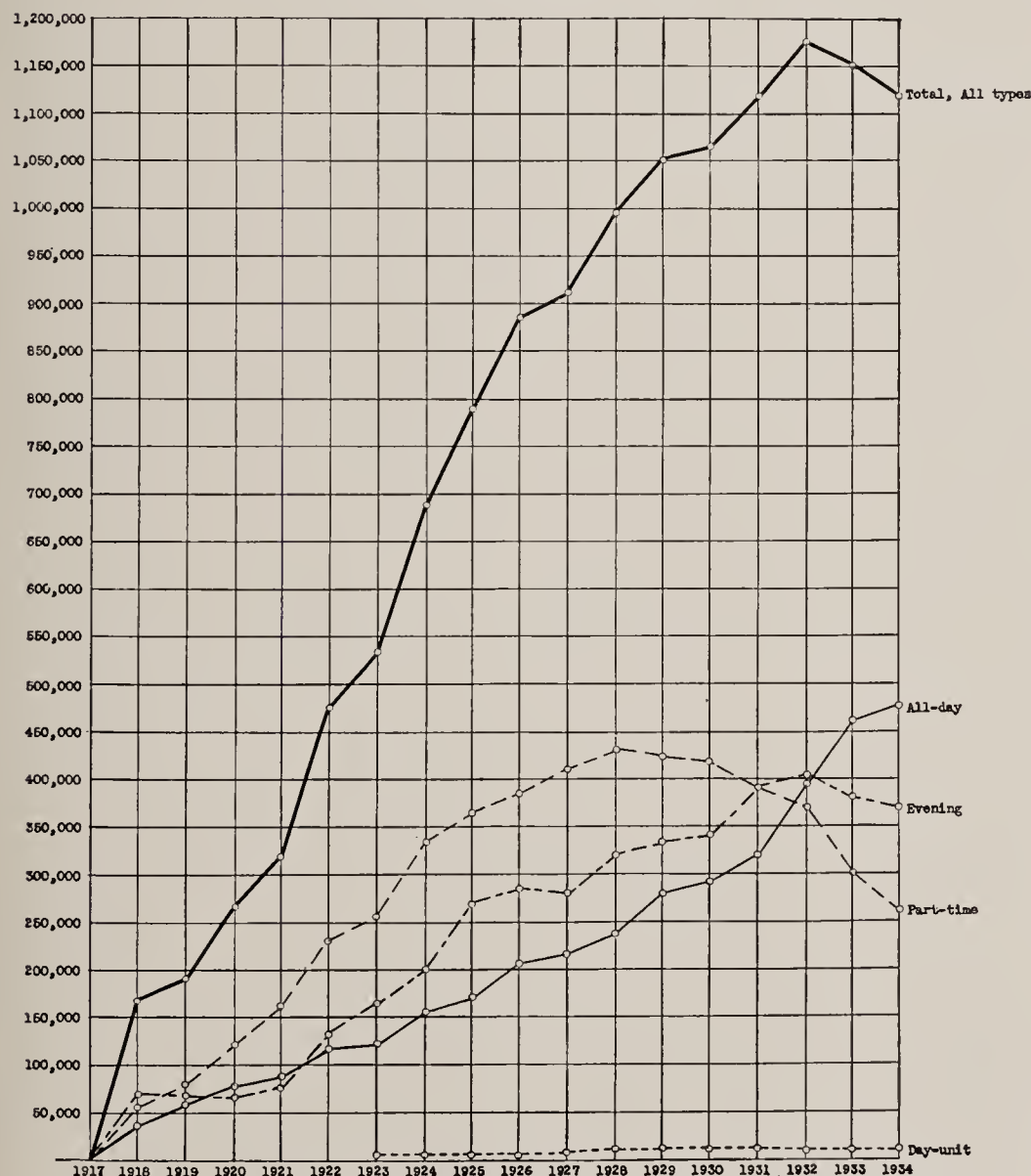
Under an Executive order issued by the President, effective July 15, 1934, it has become possible for the first time to develop on a part-time basis a Nation-wide program of apprentice training. For details see December 1934 SCHOOL LIFE.

Adjusting adult workers

While the need of any individual worker for occupational adjustment training develops only occasionally, it will be found at any given time that a considerable number of workers may need retraining. Sometimes this need may develop overnight for large groups of workers, as a consequence of some far-reaching innovation in their trade or industry.

Added to the problem of occupational adjustment of workers to enable them to hold the jobs they have, has been the problem of providing suitable training for workers without jobs. In the latter work, State and local vocational-education staffs have, during the past year, cooperated extensively with emergency agencies both public and private of unemployment relief, agricultural adjustment, and home welfare.

Enrollment in All Schools Operated Under State Plans for Vocational Education, Including Schools Federally Aided and Non-Federally Aided.



New Books and Pamphlets

[Continued from page 137]

A manual for the training of student assistants particularly high-school pupils in the high-school library.

Maps and Charts

Maps, Charts, and Pictures for the Social Studies. Chicago, A. J. Nystrom & Co., 1934. 50 x 38 in.

86 maps and charts have been prepared as aids in the social studies, all of the same size, the same price, and interchangeable in the various mountings. 21 maps in American history, 45 maps in European history, 20 American citizenship charts. Large size wall pictures for the history class are grouped as Greek and Roman, Medieval, and Modern.

Chart on "Educational Disability in Reading." Bloomington, Ill., Public School Publishing Co., 1934. 12 x 18 in. 10 cents.

This chart, prepared by Dr. Harry J. Baker and Bernice Leland, visualizes the failure-in-reading situation. It presents a large number of items, each of which has some bearing on reading disability.

Youth problems

Chats in an Employment Office, by J. Edward Goss . . . New York, Inor Publishing Co., 1934. (Inor pamphlets, no. 1) 39 p. 25 cents.

SUSAN O. FUTTERER

Electrifying Education

★

THE University of Chicago Press recently announced that they have available 47 educational talking pictures in 16 millimeter sound-on-film which may be purchased or rented from seven regional libraries. A complete descriptive list may be obtained free from the University of Chicago Press, 5750 Ellis Avenue, Chicago, Ill.

Radio Station WFBR in Baltimore broadcasts a daily series called "School News" from 7:45 until 8 a. m. Items of interest to the pupils and messages to their parents and friends are sent in by the schools and broadcast by Bobby Price, an announcer.

In a booklet entitled *How to Judge Motion Pictures and How to Organize a Photoplay Club*, Sarah MacLean Mullen has made a valuable contribution to the teaching of motion-picture appreciation. This 60-page booklet is being distributed by the Scholastic Photoplay Club, 155 East Forty-fourth Street, New York City.

West coast teachers will be able to get free copies of the new weekly *NBC Educational and Agricultural Advance Program Service* from the Press Department of the National Broadcasting Co., Inc., 111 Sutter Street, San Francisco, Calif.

Public speaking classes of George Washington High School, Danville, Va., are directing a series of broadcasts over Radio Station WBTV to acquaint the public with the work of the various departments of the school.

The United States Bureau of Mines has recently completed a four-reel silent motion picture entitled "Petroleum—the Liquid Mineral" which visualizes the production and refining of oil and the distribution of refined petroleum products. Schools and civic organizations may borrow this film by paying transportation charges from the Pittsburgh Experiment Station of the United States Bureau of Mines, Pittsburgh, Pa.

Study guides for the current motion pictures *Treasure Island*, *Great Expecta-*

tions, and *The Little Minister*, may be purchased for 3 cents each from the National Council of Teachers of English, 211 West Sixty-eighth Street, Chicago, Ill.

Dr. William Lewin is the author of *Photoplay Appreciation in American High Schools* which may be purchased for \$1 from D. Appleton-Century Co., New York.

The Philco Radio and Television Corporation announces the establishment of "The Radio Institute of the Audible Arts" (80 Broadway, New York) to supply free information about worthwhile radio programs and the enormous potential influence of the radio for good.

Teachers College, Columbia University, has announced two courses in the classroom use of motion pictures and radio for the forthcoming summer session.

Teachers may secure free copies of *Examples of Student Activity* in response to programs broadcast by the American School of the Air from the Radio Section, Federal Office of Education, Washington, D. C.

Free copies of the January 1935, issue of *Movie Makers*, which contains two articles on the educational value and use of motion pictures may be obtained from the Radio Section, Federal Office of Education, Washington, D. C.

CLINE M. KOON

Listen In

EVERY Wednesday "Education in the News" is presented by the Federal Office of Education in cooperation with the National Broadcasting Co. over the Blue Network, coast to coast. Eastern Standard Time—6 p. m., Central Time—5 p. m., Mountain Time—4 p. m., Pacific Time—3 p. m.

★ Study Tour

The health section of the World Federation of Education Associations is arranging a European travel and study tour in connection with the federation meeting at Oxford, England, August 10-17. Leaving New York City June 29, the tour will visit France, Switzerland, Germany, Poland, Russia, Finland, Sweden, Denmark, and England. The group will meet the leaders in school health in each of these countries. For further information, write to the chairman, health section, Prof. C. E. Turner, Massachusetts Institute of Technology, Cambridge, Mass.

Schools Report

★

RESPONDING to an invitation sent from the office of the State superintendent of public instruction of Utah, a large gathering of social workers and educators met at the State capital, November 22, 1934, to discuss ways and means of organizing for the prevention of crime. One of the important results was the formulation of the Utah State Council on Prevention of Crime Through Social Education.—*Utah Educational Review*, December 18, 1934, p. 126.

At the request of the Michigan Educational Planning Commission the State superintendent of public instruction has designated February as "Michigan Education Month," for the purpose of bringing to the attention of the citizens of the State the values, importance, needs, and problems of education in Michigan.

In connection with the enterprise, boards of education throughout the State will be called upon to conduct "town hall" meetings for open forum discussions of the subject.—*News of the Week*, Department of Public Instruction, Lansing, Michigan, January 16, 1935.

In order to promote effective and efficient library service and use in the rural schools of California, the State department of education in that State has recently published two bulletins regarding school libraries. The title of one is "Selection and Distribution of Supplies and Library Books in California Counties"; the title of the other is "Effective Use of Libraries in Rural Schools."

The Pennsylvania State department of public instruction has also recently published a bulletin on school libraries, entitled "Elementary School Libraries", which contains a school library list and suggestions for organizing an elementary school library.

The eighth annual meeting of the Virginia Committee for Research in Secondary Education held at the University of Virginia, August 28-31, 1934, was devoted to the evolution of the unit method of teaching as developed by the staff in secondary education at the University of Virginia, which method is in operation in certain classes in the Lane High School, Charlottesville, and in seven accredited high schools of Albemarle County, Va.—*Secondary Education in Virginia, No. 20. The Evolution of the Unit Method of Teaching, October 1934.*

Through an agreement between the city board of education and the city council of San Diego, Calif., the positions of director of physical education for the schools and superintendent of recreation for the city, have been made a combined position with each paying one-half the salary. The school board's contribution to the recreation program is the furnishing of school-field areas, gymnasium and auditoriums at which the city recreation activities may be carried on by the city recreation commission. All supplies, supervision, and current incidental expense in connection with these activities is carried by the city. Supervision for recreation work begins on school property generally at 2 p. m., or about the time the first children are being dismissed from school, and in many cases continues until 10:30 p. m.—*Annual Report, San Diego, Calif., 1933-34, p. 20.*

As a means of making the transition from junior high school to senior high school less abrupt, senior high school counselors in Baltimore, Md., have been visiting the junior high school for the purpose of discussing with 9A pupils the curricula in and the activities of the higher school. An extension of this program of adjusting the 9A pupils to the senior high school has been brought about in two senior high schools by a new method of registration. Instead of the junior high pupils going to the senior high school and indicating their choice of courses before a strange group of people, as is the customary procedure, they register in their own school in the office of the counselor.—*Report of the Board of School Commissioners of Baltimore, Md., 1934, p. 78.*

W. S. DEFFENBAUGH

The Colleges



P. W. A. Funds to Colleges.—Eighty-three colleges and universities throughout the United States have received P. W. A. funds (as of December 1, 1934) to the extent of \$23,353,433 which are being expended on non-Federal projects. Most of this money is awarded on the basis of a "loan and grant" which means that 30 percent of it is a grant and the remainder is extended as a loan which must be repaid. About \$2,000,000, however, is in the form of outright grants not to be returned. These funds have been advanced for a total of 114 projects and an additional \$1,871,011 is being expended through the colleges on 35 Federal projects. A number of colleges have more than one project under way at the same time. A few of the larger allotments include: \$1,665,000 to University of Arkansas for a library, chemistry building, and medical building; \$2,843,400 to the University System of Georgia for the construction of several new buildings; \$2,041,000 to the University of Texas for an administration building and dormitories; \$1,066,000 to Virginia Polytechnic Institute for improvements, water, sewage, and construction of buildings. Among the different types of buildings constructed with these P. W. A. funds are 46 college dormitories, 27 faculty residences, 8 gymnasiums, 7 science buildings, 5 fine arts buildings, 5 libraries, 4 liberal arts buildings, 3 social centers, 3 cafeterias, 3 administration buildings, 2 stadiums and miscellaneous buildings such as student cottages, medical school, engineering building, auditorium, laboratories, demonstration school, fraternity house, amphitheater, power plant, field house, etc.

With a single exception in Ohio, the colleges and universities receiving these allotments are publicly supported and controlled. Thirty-eight are State universities or State colleges, 2 are municipal universities, and 1 is a privately controlled college; allotments to this group total over \$16,500,000. Twenty-four State teachers colleges receive over \$3,200,000. Five Negro colleges receive nearly a half million dollars. Nine junior colleges and four professional schools receive over \$2,800,000. States with three or more colleges participating are: Arkansas, 6; California, 3; Indiana, 3; Montana, 4;

New Mexico, 3; Ohio, 4; Oklahoma, 4; Texas, 14; Utah, 3; Virginia, 10; 20 other States and the District of Columbia and Hawaii are also represented.

American Students' Foundation, Inc.—This new organization, located in the R. K. O. Building, Radio City, New York, is nonsectarian, nonpolitical, and non-profit making; incorporated April 1934 for the purpose of creating a widespread desire for vocational and college training for the boys and girls of America; furnishing information about schools and colleges; and providing scholarships and ways and means of earning educational funds. The foundation has three arms—its scholarships, its memberships, and its year book. Scholarships will be solicited from financial, industrial, and mercantile institutions, civic and social bodies, and individuals; funds so given will be applied in their entirety. Memberships are of two types—subscribing memberships are \$5 per year, half of which is immediately credited to open scholarship funds; associate memberships are \$3, of which \$2 is a scholarship credit to the student making the sale. Variations of the plans are described in the 308-page year book (\$1.50) recently published. The year book also includes comprehensive information about \$30,000,000 in scholarships for many of the colleges and universities accredited by the Association of American Universities, and is designed particularly for the student now in high school and who cannot afford to pursue higher education without financial assistance.

Wards College Scholarships.—Montgomery Ward & Co., Chicago, Ill., has recently published a booklet "College Scholarships" explaining their plan of giving scholarship credit of 15 percent on all mail orders of \$2 or more. Special college scholarship order blanks are furnished and parents may enroll children at an early age to start earning credits. This is not a contest, but strictly a sales proposition. A school or college may be selected after sufficient scholarship credit has accumulated.

Bennington College, Vermont.—Under the Bennington plan, the college closed last Christmas until the end of February, allowing 230 students to gain 2 months of practical experience in the fields of

their main interest in this country, in Europe, Mexico, and Bermuda. Each girl has her own "winter project"; these range from the study of marine biology at the Bermuda Station of Biological Research, to work in a factory at \$10 per week. Most of the students in the music division are attending concerts in New York and Boston, and will present critical reports upon their return to Bennington. Students of the dance are working in well-known private studios. Art students, two of whom have commissions for portraits, are likewise continuing in private studio work. Some have apprentice jobs in architects' offices and one is working on municipal housing projects in New York. Those interested in dress and textile design are studying in New York schools. Those majoring in the drama have apprentice positions with the Theater Guild in New York and Cleveland. Students of the social studies have obtained work in nursery schools, settlement houses, in factories, with the F. E. R. A. in Washington, at the League of Nations Association, and the Institute of Public Administration in New York. Two have apprentice teaching positions in private schools. One is working in a news agency and another in a bank library translating documents from South America. Several are traveling in Europe and a party is visiting Mexico. Science students have positions in various clinics, hospitals, and laboratories. The faculty also is profiting from this winter recess, giving time to travel, study, research, and writing.

The length of the academic year is not reduced because the summer vacation is shortened and there are no Easter holidays. Time is really gained since students work during vacation in their chosen fields of interest and each is in a position at the end of the period to decide whether she will continue her line of activity or whether she will shift the emphasis of her study to some other subject.

WALTER J. GREENLEAF

What Has Happened to Our Schools?

[Continued from page 131]

of land can less easily be postponed than the erection of a school, since the opportunity of acquiring a suitable site is transitory. * * * One hundred thirty-two purchases of land have been completed and nine others are likely to be completed during the next few months.

Reorganizing the school system conditions the building program and on this the committee comments:

It is one of the worst forms of extravagance to perpetuate by means of a new building a type of organization which is already outgrown or is uneconomical. Such

a procedure would lead straight to bankruptcy in any business.

The 56 school canteens in the county that provide a hot two-course meal at mid-day served 815,047 meals in 1933. The canteens are self-sustaining. The 22,345 free meals served during the year were paid for from private funds.

Secondary schools in Kent, formerly occupied almost exclusively with training leading to the professions, are adapting themselves to a situation which requires that they provide training also for industry and commerce. Some are trying alternative courses of technical and vocational types. German is gaining as a first or second language. Biology has displaced botany in girls' schools. Electricity is receiving greater attention in the science syllabus. Secretarial courses have been established in the girls' schools and commercial courses in the schools for boys.

The committee notes as a particularly happy feature of the time the general increase of public interest in education. This is shown in the greater number of parents that join and work in the parents' associations and those who make gifts to the schools of Kent. Benefactions to secondary schools during the 5 years amounted to at least £50,000.

With this brief summary of the Kent education committee report, I commend to boards of education in the United States the idea of making a record of their work during the depression years.

Since Last We Met

[Continued from page 121]

summary was divided into sections adaptable for use as releases to newspapers. Wide margins and large-size type make the survey report easy reading. Halftone illustrations and picture graphs capture attention.

Have you seen the attractive new map of the History of Secondary Education drawn by Ernest Watson who makes the covers for *Scholastic* magazine?

And speaking of maps—the January issue of *Better Homes and Gardens* carries an interesting article, "Maps Decorate and Teach," suggesting that maps be used on walls in the home, "for knowledge and family fun."

January *Architectural Record* is entirely devoted to astonishing proposals for a new deal in schoolhouse planning.

Measurement Today

TWO articles in the *Journal of Educational Research* for December 1934 bear on the problem of failures in the elementary school. One by Dolch on *The Efficiency of Primers in Teaching Word Recognition* approaches the problem of first grade learning through an investigation of first grade reading vocabulary. This study shows that pupils in the first grade are not all of the same readiness for first grade work. The other article is an editorial entitled "The Cumulative Effects of the Policy of Nonfailing." This describes the problems arising from passing pupils through the grades without regard to absolute attainment. Both these articles show that there are two important problems related to this new policy of promotion: First, that pupil failure should be kept at a minimum. Second, that instruction provided pupils of lower learning ability must be adapted not only in the elementary school but also in the high school and college. As is pointed out in Brueckner's editorial, at present pupils are being passed through the lower schools into classes in secondary schools for which they are not prepared.

The ability to use an index and a dictionary becomes more important in school as we get away from strict textbook learning. In adult life it has been an important ability for some time. Timely tests of this ability are those developed by Philip A. Boyer and Harriet Bartelme, of the division of educational research of the Philadelphia public schools and the Iowa Silent Reading Tests, Advanced Test, published by the World Book Co., Yonkers, N. Y. In each of these tests there is a reproduction of an index, and in each there are questions designed to test the use of this index.

A technique for determining interest in any set of activities has been reported upon in the *Educational Research Bulletin* (Ohio State University) for November 14, and December 12, 1934. The test was developed through the method of paired comparison—that is, the pupil is asked to tell which of two activities he prefers. The method was found to have considerable reliability for groups of pupils. No claim is made for use with individual pupils. By this method teachers may be able to get at the interests of their classes, which in turn can be made to bear upon the curriculum content and methods of presentation. DAVID SEGEL

Vocational Summary

[Continued from page 132]

theory and related subjects—science, mathematics, and drawing. Instruction is alternated so that the student spends one week in the shop and the following week in related and nonvocational subject classes. As a part of their instruction, students learn to estimate the cost of repair jobs brought to the school shop. A machine received for repair is dismantled by the students, necessary repairs tabulated, manufacturers' catalogs consulted for costs of parts, and the owner given an estimate. Graduates of the electrical appliance course at Allegheny School, eager to keep abreast of improvements in appliances, are now returning for additional instruction in night classes. Plumbers and steamfitters, auto mechanics, and weather strippers, also, who are being called upon to install and service air-conditioning systems, are enrolling.

Her own shop

How a Louisiana girl—a graduate from a vocational home-economics course—capitalized her training is told in a recent letter from the home-economics supervisor in that State. This resourceful individual, who lost her position with a local store (\$8 per week), returned to her home and began making clothing for other people. So successful was her venture that she set up her own little shop, in which she now employs two persons. Skill developed during her homemaking course in designing and making clothing is now an asset in building up a growing business.

Regional conferences

The schedule for regional conferences in vocational education and vocational rehabilitation for 1935, arranged by regional agents of the Federal Office of Education, is as follows:

Agricultural conferences

North Atlantic region, Washington, D. C., April 16-19; Central region, Chicago, Ill., April 8-11; Pacific region (joint conference on agriculture, trade and industry, and home economics), Salt Lake City, Utah, May 27-31.

Trade and industrial conferences

North Atlantic region, New York City, May 23-24; Central region, Chicago, Ill., April 16-19; Pacific region (joint conference on agriculture, trade and industry, and home economics), Salt Lake City, Utah, May 27-31; Southern region, Knoxville, Tenn., April 23-26.

Home-economics conferences

North Atlantic region, Atlantic City, N. J., Feb. 18-21; Central region, Chi-

cago, Ill., April 8-12; Pacific region (joint conference on agriculture, trade and industry, and home economics), Salt Lake City, Utah, May 27-31; Southern region (place to be arranged), April 29-May 3 or May 6-10.

Vocational-rehabilitation conferences

New England States, Springfield, Mass., May 13-15; North Atlantic region, Philadelphia, Pa., May 16-18; Southern region, Chattanooga, Tenn., June 17-20; Central region, Chicago, Ill., May 27-29; Pacific region, Portland, Oreg., June 3-6.

Tennessee and Maine

[Continued from page 134]

first meeting divided its work so as to discover potential economies in the operation of the schools and needed changes in the basic financial structure. Dr. Paul Mort, director of the School of Education, Teachers College, Columbia University, directed the research staff in collecting and analyzing the data.

The report states that savings in instructional costs of approximately \$500,000 could be made through the following course of action:

- [1] Elimination of small classes in special subjects, [2] the elimination of other small classes where this can be done without hampering the educational services, and [3] removal of the present provision of the law requiring the acceptance of 5-year-olds. The other savings are [1] in the removal of excess janitorial service in a few schools, [2] in improvement in purchasing fuel and supplies, [3] in the methods of handling insurance, [4] in the method of handling transportation, and [5] in the consolidation of schools.

The total savings would amount to approximately \$750,000, or about 7 percent of the total cost of education in the State. It is, however, pointed out that the wisest procedure for the communities concerned would be, in many instances, to use their savings for extending services, broadening educational opportunities, and paying more attention to individuals.

The commission recommends an ultimate and an immediate program for financing the schools of the State. The ultimate program recommended is as follows:

- 1. Present State-aid grants should be restored to the 1930-31 level.
 - 2. Substitution for the present equalization provision of a more far-reaching equalization provision bringing about the equalization of the burden of an educational program comparable to that offered by the average community in 1930. Such a program would cost \$45 per elementary pupil and \$76 per high-school pupil, with corresponding grants for transportation, nonresident tuition, and subsistence. The amount of State aid granted each community should be sufficient to make possible such a foundation program with a local tax of 7.3 mills on the equalized value of property.
 - 3. All new State aids as well as present State aid should be raised by taxes other than the property tax.
 - 4. The property tax should be further relieved by the substitution of new taxes for other State purposes sufficient to reduce the State-wide property tax to 2 mills, more or less, according as the economic conditions of the State permit.
- The immediate program recommended consists of six steps which are designed as practical and easy steps for the gradual development of the ultimate program outlined above.

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ALASKA Fishery and Fur-Seal Industries in 1933. 312 p. (Bureau of Fisheries.) 10 cents.

Report of the work of the Bureau of Fisheries in Alaska, especially in regard to these industries. (Geography; Economics.)

Information Concerning the Purposes and Policies of the Division of Subsistence Homesteads. 12 p., illus., rotoprinted. (Federal Subsistence Homesteads Corporation, Bulletin 1.) Free. (Civics.)

Farmhouse Plans. 70 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1738.) 10 cents.

The farmhouse plans presented in this bulletin were developed in connection with the Farm Housing Survey made in the spring of 1934 by the U. S. Department of Agriculture and the agricultural colleges of 46 States, with funds provided by the Civil Works Administration. Working drawings for building the houses shown in this bulletin are available from the extension services of the State agricultural colleges. In most cases a small charge is made for the drawings. (Manual training; Home economics; Civics.)

Telecommunication Convention, General Radio Regulations, and Final Radio Protocol Between the United States of America and Other Powers, and Additional Radio Regulations. 324 p. (Department of State, Treaty Series No. 867.) 20 cents.

Report of the International Telecommunication Convention held in Madrid (in both French and English). (French; International relations.)

Meat Dishes at Low Cost. 14 p., illus. (Department of Agriculture, Miscellaneous Publication No. 216.) 5 cents.

Because of last summer's drought, more skill in cooking meat and in devising good combinations with other foods is necessary. Home Economics teachers will find a number of helpful suggestions and recipes under the headings: Braised steaks and chops, pot roasts and stews, low-priced roasts, ground meat, sausage and salt pork, quick dishes with left-overs and canned meat, etc. (Home economics.)

Quality Guides in Buying Ready-Made Dresses. 8 p. (Department of Agriculture, Leaflet No. 105.) 5 cents.

Summary of the more important points to consider in selecting ready-made dresses, such as: Judging the quality of the fabric and the quality and cut of workmanship. Gives 9 points to look for when buying a dress. (Home economics.)

List of References Relating to Notable American Women. 76 p., mimeog. (Library of Congress, Division of Bibliography.) Free.

A representation of women notable in the various fields of activities from colonial times to the present day. The references have been limited almost entirely to books. (History; Library science.)



Courtesy Bureau of Mines.

Oil Wells.

(See reference: *Petroleum—the Liquid Mineral*)

United States Government Manual. Looseleaf. (National Emergency Council.) \$2.

Simplified guide to Government procedure and all Federal services, both permanent and of an emergency character. (Social science; Civics; Library science.)

Price Lists (Free): Government periodicals, No. 36; Birds and wild animals, No. 39; Irrigation, drainage, and water power, No. 42; Census publications—Statistics of population, agriculture, manufactures, and mining, with abstracts and compendiums, No. 70; Children's Bureau and other publications relating to children, No. 71; Government publications of use to consumers, No. 76. (Government Printing Office.)

The following illustrated publications have been issued by the Pan American Union and are available at 5 cents per copy. *Orders should be sent to the Pan American Union, Washington, D. C.:*

American City Series.—Lima—The City of the Kings. No. 17-A. 31 p.

American National Series.—Bolivia. No. 2. 30 p.; Guatemala, No. 10. 29 p. **Commodities of Commerce Series.**—Acres of Asphalt. No. 1. 28 p.

Film

Petroleum—the Liquid Mineral. 4 reels, silent. Size: both 16 and 35 mm.

Visualizes the production and refining of oil and the distribution and use of refined petroleum products. The opening scene shows a party of geologists exploring the Canyon of the Colorado River in search of oil-bearing formations, the setting up of the superstructure of an oil well, and the use of the diamond drill in obtaining cores of underground formations. This film is available from the Pittsburgh Experiment Station of the United States Bureau of Mines, Pittsburgh, Pa. Exhibitor pays transportation charges. (See illustration on this page.)

Film strips

Film strips are available on such subjects as farm crops, dairying, farm animals, farm forestry, plant and animal diseases and pests, farm economics, farm engineering, home economics, and adult and junior extension work. Lecture notes are provided with each film strip purchased. A list of available film strips and instructions on how to purchase them may be obtained by writing to the Office of Co-operative Extension Work, U. S. Department of Agriculture, Washington, D. C.

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The following traveling exhibits are loaned to teachers by the Forest Service for periods of from 2 to 3 weeks. The borrower must pay transportation charges (an exhibit weighs 7 or 8 pounds), and be responsible for the material while in his possession:

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Our Forests: What They Mean to Us.—32 enlarged photographs arranged in 8 series of 4 pictures each, showing special features of forest work, forest conditions, and administration and use of the National Forests.

Farm Woodlands.—28 enlarged photographs arranged in 7 series of 4 pictures each, showing farm woods, their management, products, how they benefit the farmer, etc., prepared especially for the use of rural and agricultural schools.

Each series of four pictures in these exhibits is arranged in panel form with eyelets at the top for hanging. The smaller exhibits, those of 28 enlargements, cover a wall space about 4 feet by 9 feet; the larger ones of 32 enlargements require a space approximately 4 feet by 10 feet.

MARGARET F. RYAN

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SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes *SCHOOL LIFE*, a monthly service, September through June. *SCHOOL LIFE* provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to *SCHOOL LIFE* to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.



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Circular No. 74, CAMPS AND PUBLIC SCHOOLS.

Circular No. 87, LEGISLATIVE ACTION IN 1933 AFFECTING EDUCATION.

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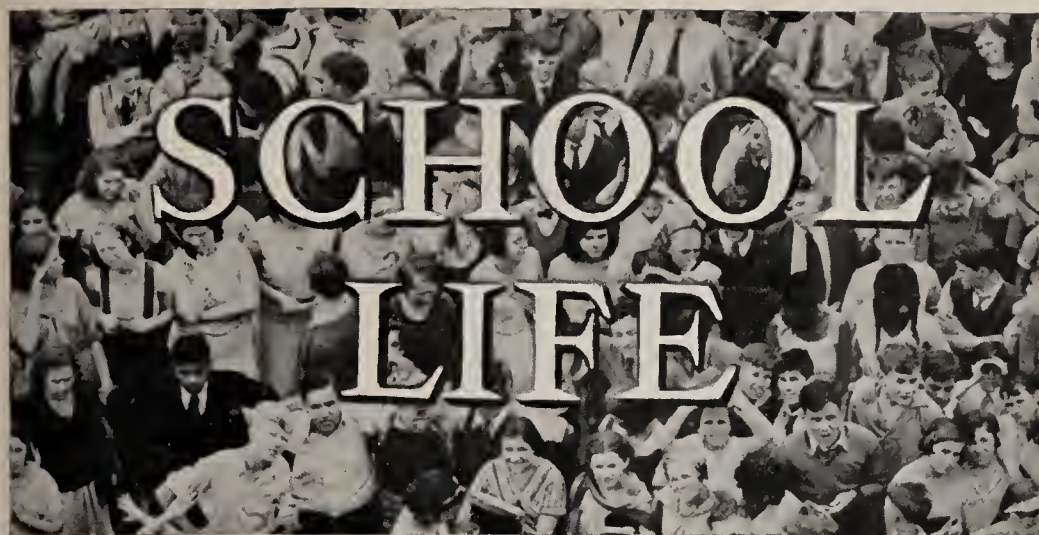
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For March . 1935



Vol. 20

No. 7

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The cover design for this issue of SCHOOL LIFE is a prize drawing by Mr. Robert Hack, artist, in the Pratt Institute School of Fine and Applied Arts, Brooklyn, N. Y. See page 152 for honorable mention drawings.

Since Last We Met

Commissioner Studebaker has been busy attending hearings of congressional committees. He appeared before the Appropriations Committee to explain the budget for the Office of Education for next fiscal year. He has appeared before both House and Senate committees advocating changes in the economic security legislation as it affects physically handicapped children. Commissioner Studebaker urged that \$10,000,000 be appropriated for use by States in providing education for physically handicapped children.



Publications of unusual interest which have just come to our attention include:

Willingly to School, a fine picturebook showing as pictures only can, how alluring modern schools can be.

This Nation's School Building Needs, a new research bulletin of the N. E. A.

The special tercentenary issue of the Department of Secondary Education Bulletin.

The reprint of a series of articles on the rise of education, by William G. Carr and Charles A. Beard that appeared first in the N. E. A. Journal.



All royalties on The American Way, Commissioner Studebaker's new book on the Des Moines public forum experiment and survey check-up, have been signed over to the American Association for Adult Education. This book, published by McGraw-Hill, will be helpful to anyone interested in planning a forum-type program of meetings.



Eulogies of Dr. Augustus O. Thomas, venerable and lovable secretary of the World Federation of Education Associations, who died suddenly in Washington, D. C., on January 30, may miss the drama of his life. Past middle age, Dr. Thomas took over an obscure committee and built an international organization, the far-reaching importance of which we at this time discern but dimly.



We just received copies of 2 reprints from SCHOOL LIFE: Helps for Teachers, a list of 46 noncommercial agencies which have pictures, posters, maps, periodicals, etc., available for schools free or at small cost; About the Constitution, a list of Government publications on this document. Both reprints are available free on application to the Office of Education.

The White House

THE White House was the first public building to be erected in Washington, D. C., the cornerstone having been laid on October 13, 1792. A distinguished company of citizens and officials were present, not including President Washington. Major L'Enfant, the French engineer who prepared the plan for the Capital City, selected the site for the White House, and it was approved by the President. The architect was James Hoban, a native of Ireland, who had resided for many years in Charleston, S. C. Hoban superintended the original construction, as well as the reconstruction after the burning by the British, and the later construction of the south and north porticos.

President and Mrs. John Adams were the first occupants of the White House, having moved in before the finish of the East Room interior construction in November 1800. East and west terraces were added during Jefferson's administration.

On August 24, 1814, the home of the President was burned by the British forces which had captured Washington. The fire destroyed the interior of the White House and part of the walls. Reconstruction work began in the spring of 1815, and President Monroe made the Executive Mansion his home in December 1817. In 1824 the south portico was completed. The north portico was finished 5 years later. The east terrace was entirely removed in 1869. No other important structural changes were made until 1902, with the exception of the erection of greenhouses on the west terrace.

Restoration of 1902

It was apparent, for a number of years prior to 1902, that improvements would have to be made in the White House to insure its structural safety, to furnish additional space in the living quarters of the President and his family, and to provide adequate facilities for official entertaining. Floors of the East Room, the State Dining Room, and the main hall were so weak that it was customary to shore them up during large receptions, for safety.

The Executive Offices occupied the entire eastern end of the second floor, leaving too few rooms on this floor for the ac-

★ FACTS ABOUT *Washington's First Public Building, Home of America's Presidents, Supplied by the National Park Service*

What goes on in the National Capital is a subject of interest and discussion in schoolrooms throughout the Nation. These events mean more if the student or teacher carries a mental picture of the place in which the events occur and its background.

Our neighbor agency, the National Park Service, as custodian of practically all Government buildings in Washington, now supervises the places where these national events occur. For SCHOOL LIFE readers the National Park Service has agreed to prepare a series of articles on famous national buildings. The first is on the White House to which an addition has been planned. These articles should prove particularly useful to high-school classes planning visits to the National Capital.

Editor.

commodation of the President's family, and making further expansion of the office im-

possible. The east terrace had been removed, and the basement was given over entirely to rooms devoted to domestic services. Thus the only space available for entertainment was on the main floor, which was inadequate for handling large crowds.

All White House guests had to enter through the main door, sometimes remaining in line exposed to the weather for considerable periods. To prevent interference with the incoming line at receptions, departing guests left the President's home through one of the East Room windows, from which a temporary wooden stairway led to the ground. No cloakrooms existed, and wraps had to be piled in the lobby or in the State and Private Dining Rooms. Finally, the State Dining Room was too small to seat a sufficient number of guests at official dinners, and it was necessary at times to set up tables in the main hall.

To remedy these conditions, Congress, in 1902, authorized the construction of a



Most visitors to the White House enter by this rear door at 1600 Pennsylvania Avenue. The front of the White House faces the Washington Monument.

Executive offices

By 1934 the work of the President had grown to the point where the Executive Office was far too small to house the necessary personnel. Rooms on the ground floor of the White House and rooms in the State Department Building were used to house the overflow of office forces.

In June 1934 Congress authorized enlargement of the Executive Office. With the advice of the Commission of Fine Arts, the President developed a plan which increased the office space threefold, without an apparent increase in the mass of the building. This was done by excavating the basement and extending it underground beyond the office to the south, putting in a new story in the former attic, and extending the first story to the east in the form of a terrace. The new offices are air conditioned throughout. The work was completed in November 1934.

As it is today

The White House is located on the south side of Pennsylvania Avenue, between the Treasury and State Department Buildings. Grounds and buildings cover an area of about 16 acres. The buildings consist of the Executive Mansion itself, the east and west terraces or one-story extensions, and the Executive Office.

The main building is about 170 feet long by 85 feet wide. It has four floors. The east terrace is about 350 feet wide and 215 feet long, extending on the east side of the main building. It is used as

[Continued on page 164]



Newly enlarged Executive Offices adjoining the White House which appears in the upper right background.

new building at the west end of the west terrace to accommodate the offices of the President. The authorization also provided for reconstruction of the east terrace and main floor, to restore the interior as far as possible to what it was planned to be by George Washington.

This restoration made the lower part of the White House structurally sound and adequate for its purposes for many years to come. No further changes were made in the period between 1902 and 1927, except enlargement of the office building in 1910, and fitting up of several attic rooms for possible use as guest rooms during President Wilson's administration.

Further reconstruction

Neither the appropriation nor the time available for the restoration of 1902 was sufficient to permit of making any major structural changes in the roof, although this had been reported to be in bad condition as early as 1878. As the result of careful investigations and reports which showed the roof to be unsafe structurally, as well as a fire hazard, an appropriation was made in 1926 "for reconstructing the roof, attic, and ceilings of the second story of the Executive Mansion", under the supervision of the Director of Public Buildings and Public Parks of the National Capital.

The work, which was completed on August 6, 1927, comprised removing the old roof (including the third story, or attic) and the ceilings of the second story, and replacing them with new and fireproof construction, using steel trusses and beams, hollow tile roof, and floor arches and partitions, with roof covering of slate and promenade tile.



The front door and yard of the President's home. A magnolia tree stands in the foreground of the Executive Mansion grounds.

High-School Birthday Party

MUCH interest has been manifest in the Nation-wide celebration and observance of the three hundredth anniversary of the American high school. The Federal Office of Education recently featured in a weekly radio program broadcast from coast to coast, through the facilities of the National Broadcasting Co., a dramatic presentation of the founding of the Boston Latin School. For SCHOOL LIFE readers we reproduce this popular drama script which may be adapted for local use in auditorium or over the radio, during the tercentenary month or year.

This dramatic sketch is one of four written on episodes marking the rise of the high school by Miss Gladys Sehmitt of the Scholastic Magazine staff. The complete series may be obtained by sending a request and remitting 10 cents to the celebration committee of the Department of Secondary School Principals, 801 Chamber of Commerce Building, Pittsburgh, Pa.

ANNOUNCER. 1935 is an important year for American high schools—their three hundredth anniversary. Congratulations should go to the American people who have provided educational opportunity for more young people in their teens than any other nation provides. They have done it. But we must not forget such men as the Reverend John Cotton. He was one of the founders of the Boston Latin School—the forerunner of the present-day high school. Cotton then was a man of courage and foresight. He wanted a school, but some of his fellow townsmen didn't agree with him. The country was bleak. Life was hard. The people were sturdy, rugged, sincere of purpose, and godly of heart. John Cotton was of this stock. But he wanted a school and he got what he wanted. Many of these early pioneers had not yet been convinced that education was necessary. Regardless of the weather, in snow, in rain, and darkness, John Cotton would go from house to house trying to persuade those —[fade out].

GOODWIFE. Nay, now my good husband, thou must not fall asleep.

GOODMAN. Aye? Did I sleep? Well, it would be no great wonder an I did.

★ OFFICE OF EDUCATION *Radio Program Features 300th Birthday of the American High School; Dramatic Script Broadcast is Reproduced*

The house grows still of a Thursday evening in wintertime. I think I shall go to bed soon —

GOODWIFE. Nay, not yet. Thou hast forgotten. Last Sabbath at meeting —

GOODMAN. Comes he here again?

GOODWIFE. Aye, again, and again, and yet again. In truth, husband, he hath the Christian virtue of steadfastness. Not rain, nor snow, nor frozen roads, nor a black night—nay, not even thy discourtesy—can keep him from the door.

GOODMAN. Thou sayest a harsh word, my wife. When was I discourteous—nay, now truly discourteous—to the Reverend John Cotton?

GOODWIFE [laughing]. Oh, mayhap some 15 times—not more, I'll say out of charity to thee, but 15 at the least. Every time the Reverend John Cotton bespeaketh thee of books and schoolmasters and such, then thou speakest him discourteously.

GOODMAN. Always on his side! Thou wast always on his side, prating with him of books and learning and law and bloodletting and such. What needest thou of law and bloodletting? Thou'rt born to scrape pans and turn the wheel. Thou'rt nimble enough at these things, and, as thou art, without books, I like thee well—

GOODWIFE [sighing]. Aye, not for me. As thou sayest, Goodman, I am a woman, and these things are not for me. But our sons, and the sons of our sons who will come after us—these be men. Wilt thou that they live forever in a wilderness, without the reading of a book, nay, not even God's Book?

GOODMAN. No matter what thou sayest—

GOODWIFE. Prithee, hush, Goodman. Saw you not his light crossing the sill? He and his lantern come even now. [A knock.] Presently, Reverend John Cotton, presently. Go you to the

door, husband mine, 'tis more courteous so.

REVEREND JOHN COTTON. Good evening to you, Goodman. A good evening, Goodwife. Your fire is warm tonight, and the house hath a pleasant air of peace. Well, peace be with ye both, now and forever.

GOODWIFE and GOODMAN. And with you, Reverend Cotton.

REVEREND. Amen, amen. Nay, Sister, I'll keep my hat by me. I have been on many visits afore this, and I go on many more tonight, to all the men of the town council. I have come to say but the least word—

GOODWIFE. Well, set thy feet to the hearth, and say it with cheer.

REVEREND. The other elders, all save thee, Goodman, will earnestly that we have a Latin school in this colony of Massachusetts in this city of Boston, in this year of our Lord, 1634, and that we build it at once and speedily. Goodman, I come to ask thee out of God's grace that thy vote will say "Aye" to this matter at the next meeting.

GOODMAN. I cannot promise thee.

REVEREND. Still sayest thou that? Wherefor?

GOODMAN. Prithee, hear me, Reverend Cotton. Once and for all time, let me unburden myself on this matter, and then I will keep silence—

REVEREND. Do thou so, do thou so, provided that afterwards I may have my word in answer to thee.

GOODMAN. These lads of ours—thou wouldst give them Latin and learning and such. To what purpose? Wherefor? Go they into any strange country where no man speaks save in Latin? Look you, they have had no Latin school these 15 years in Massachusetts. Still they grow, these sons of ours, they wax strong, they chop logs, they build cabins, they grow the Indian corn. Need they Latin for

this? Do they hunt in Latin forsooth? Learn they to love God in Latin? Learn they in Latin to obey their betters, to shoot a straight ball of lead, to till a field——

GOODWIFE [remonstrating]. Goodman——

REVEREND [laughing]. Nay, Goodwife, let him say his fill.

GOODMAN [sulkily]. I have done.

REVEREND. Prithee, then, hear me. I will ask thee some questions for thine answering. Raise we our sons to be straw dolls, such as the Indians make, without thought behind their brows? Lo, this whole wilderness, no man knoweth how far it reacheth, and nowhere in it a school to teach the young——

GOODMAN. Mine own son groweth great bones and a steady hand without Latin.

REVEREND. And he obeys thee, I have no doubt.

GOODMAN. Aye, Reverend Cotton, he obeys me, and he loveth his God, and he obeys thee, too.

REVEREND [laughing]. Better than thou doest, in truth, Goodman, better than thou doest. But wantest thou his blind obedience? Doest want him to obey thee out of dull-wittedness, for that he hath no mind of his own?

GOODMAN [thoughtfully]. Nay——

REVEREND. Nay, thou wouldst not have such dull obedience, nor would the State. Are we, who came across seas to be free, to obey another tyrant because we have no eyes, no thought, no powers behind the forehead?

GOODMAN. Nay——

REVEREND. Our English sovereign desires the assent of our knowledge, not the blind, hating obedience of our ignorance. Are we slaves or free men?

GOODMAN. Free men, by the grace of God.

REVEREND. Speak ye of God? Think ye that He, whose intelligence wrought the universe, desires of us the dumb love of cattle and sheep? Think ye that He

who made us with eyes to see, aye, and with a brain behind the brow, desires that we assent to His commandments as the ox assents now this way, now that? Nay, Goodman, nay, Goodwife, else He had made us, like to the cattle, dumb. How far surpasseth that love which knoweth all things—the multitudinous stars, the marvels of God's word, the history of God's world as it was before us——

GOODWIFE. He saith truth, husband.

GOODMAN. Aye, the Reverend John Cotton saith truth. And thou and I, wife, are we as cattle then?

REVEREND. Nay [laughing], thou hast taken the matter too far, not as cattle, but as God's fair children who walk upright and have power to fix their eyes upon the stars. Thou like all of us, hast set thy feet a little too heavily into the earth of this wilderness and forgotten the stars, mayhap. But that sturdy son of thine will come in good time, with learning, to release thy feet from the sods, tooint thine eyes upward, and to teach thee to sing a more perfect song unto the Lord——

GOODWIFE. So shall we hope, Reverend John Cotton.

REVEREND. Hope? Nay, 'tis a certainty. Say but a good loud "aye" at the meeting, Goodman, and e'er this year be gone, the Boston Latin School, the first to bloom in this wilderness, will be beautiful amongst us. Then shall the townsmen of Boston obey the State in the freedom of knowledge and love God with the richness of understanding. Until that day, God give us courage and peace. I must be off now. God be with thee, Goodwife and Goodman.

GOODWIFE and GOODMAN. And with you, worthy sir, and with you.



ANNOUNCER. What a remarkable change has wrought since the founding of that first small school in Boston 300 years ago. A school—a Latin school—and the struggling colony was only 15 years old. But from that seed planted in Massachusetts grew the American high school, and it has been spread and cultivated like a precious plant throughout our country. It has spread until there are today more than 26,000 high schools in America. And these 26,000 high schools serve more than 6,000,000 boys and girls. Three hundred years of unflinching service. This is an achievement greater than winning a war. Let us celebrate the three hundredth birthday of the American high school.

[Band fade up.]

A New Frontier in Education

THE training program of the Tennessee Valley Authority has three centers, Norris Dam, Wheeler Dam, and Pickwick Dam. The program at Norris is typical of what is to be done at the other centers when conditions make it more possible. The little town of Norris, Tenn., is located about 4 miles from Norris Dam and about 25 miles northwest of Knoxville. It is a permanent community of economical and attractive houses, electrically equipped, constructed by the Authority to house the families of the workers. The bunk-houses for single workers are semipermanent structures which may be used in the development of small industries after the dam is completed.

Other features of the town of Norris are the community cafeteria operated by the T. V. A., and the community hall where the library, post office, gymnasium, and auditorium are the centers of the public life of the town. Popular programs of recreation and education are conducted in the evenings under the direction of the training section of the Authority. For weeks ahead every evening is booked with an attraction of interest to the 2,500 persons who make up Norris population. Monday evening is reserved for a general public program of lectures or addresses, concerts, or plays. Entertainment films are shown every Tuesday. Wednesday provides an educational film dealing with the natural or social sciences. Every Wednesday, also, a group meets under the auspices of organized labor to discuss economic questions; these discussions were arranged because of the request of the men themselves. The community forum meets every Thursday for general discussion. Friday evening is reserved for intermural sports and for organized labor meetings. Dancing and motion pictures are provided for Saturday nights.

The Tennessee Valley Authority proposes to prepare its workers and their families, and through them many others, for the opportunities that the proper economic development of the region will bring. Dr. Floyd W. Reeves, Director of the Personnel Division, states:

The training section of the Personnel Division is responsible for a number of functions. It provides further training in the vocation in which the individual

★ PICTURE of an Undertaking of Impressive Magnitude—the Tennessee Valley Authority and Its Training Program—By George F. Gant

is already employed. It gives an opportunity for employees to explore vocational possibilities and secure assistance in preparing for suitable vocations. It provides a broad training for basic rural occupations, including in addition to those commonly associated with agriculture, those occupations and trades which may relate to a coordinated development of agriculture and industry. It fosters a general education and community program for employees and their families.

The training program at Norris and at the dam is closely connected with the service operations and with the construction jobs, thereby taking active advantage of the principle—"learning by doing", and giving the trainees practical experience as well as instruction in theory. Employees work 5½ hours a day for 6 days a week; there are four labor shifts and the training schedule is so arranged that those working on any shift may have

training opportunities. The shops, used for service work and training, include automotive, electrical, machine, wood-working, and construction materials. Instruction is offered to skilled workers who want to develop greater ability in the trade in which they are already employed, to semiskilled employees who wish to prepare for high levels of skill, and to those who would like to gain a broad general knowledge of various phases of industrial work.

In addition to the service shops, the T. V. A. operates a dairy farm, a poultry farm, and a town garden. Besides supplying produce to Norris, these centers are used for training in proper agricultural techniques. All participation in the training program is voluntary.



View of Norris Dam, one of the three centers of the Tennessee Valley Authority training program.



T. V. A. workers in a T. V. A. Library.

A very important phase of the training program at Norris is an arrangement whereby groups of carefully selected members of the general construction crew at the dam are allowed to rotate every 5 weeks for experience and training in about 10 different types of work. Such opportunities are offered in electricity, carpentry, pipe fitting, rigging, machine shop, crusher plant, mixing plant, quarry work, track, and concrete carrying. Very

frequently men so trained are given positions as job foremen.

While the dams are being built, a large area above each one must be cleared for the huge reservoirs to be created. The reservoir behind Norris Dam, for instance, will have a shore line of about 800 miles. The reservoir clearance project offers an additional opportunity for training. In the upland regions of the Tennessee Valley, a short-sighted forestry policy, misuse



Training in one of the many T. V. A. Shops.

of land, and poor farming methods have caused much soil to be washed away, removing permanently from agriculture millions of acres of land. To remedy this situation, men employed in one of the reservoir clearance areas will be trained in projects linked up with their homes. The laborers, in the first place, will be selected from farms and communities contiguous to the project so that they can live at home. In the second place, they will be given employment only three days a week, so that three days may be used for training. Instruction will be given in the home itself; it will have as its objects proper home management, correct farm practice, and far-sighted forestry policy.

President Roosevelt, in his message to Congress of January 24, 1935, clearly stated the basic problem of education in modern life:

Men and nature must work hand in hand. The throwing out of balance of the resources of nature throws out of balance also the lives of men. We find millions of our citizens stranded in village and on farm—stranded there because nature cannot support them in the livelihood they had sought to gain through her. We find other millions gravitated to centers of population so vast that the laws of natural economics have broken down.

If the misuse of natural resources alone were concerned, we should consider our problem only in terms of land and water. It is because misuse extends to what men and women are doing with their occupations and to their many mistakes in herding themselves together that I have chosen * * * to use the broader term "national resources."

Such critical social examination has produced a new frontier for American education, a frontier in a field of great promise, just now realized as an opportunity for educational expansion. This new frontier has two outposts; the educational program of the Civilian Conservation Corps, by which thousands of young men are being given an opportunity to find themselves socially and vocationally, and the training program of the Tennessee Valley Authority. It is the latter outpost which now draws our attention.

The Tennessee Valley Authority is an undertaking of impressive magnitude, in the size of the area involved, the work projects to be accomplished, and the number of people to be affected by the development. The area includes an expanse of 40,000 square miles, 700 miles long and approximately 50 miles wide. Two and one-third millions of people live in the watershed, and 6,000,000 reside within the area to be affected by the Tennessee Valley development. It is to take advantage of the opportunities offered by the Tennessee River system that the Authority was delegated to build dams and power plants, to control floods, to generate power and develop

[Continued on page 156]

SCHOOL LIFE

VOL. XX



NO. 7

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE
INTERIOR, OFFICE OF EDUCATION + + +

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Assistant Commissioner of Education	-	-	BESS GOODYKOONTZ
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Terms: Subscription, \$1.00 per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.45. Club rate: For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Single copies 10c. Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D.C.

SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, Education Index, and is recommended in the American Library Association's "Periodicals for the Small Library."

MARCH 1935

THE OLDER VIEW IS PASSING

[Guest Editorial]

My fourth observation relates to the old educational theory which holds that full precise knowledge must be acquired before anything further can be done about it. For instance, in music one must learn all the notes, time, and scales before attempting a tune; in art, the knowledge of perspective and the technique of drawing and copying, before an attempt can be made at composition; and in engineering, all the mathematics through calculus and all the fundamental physics before making a serious attempt at constructive thinking. If one spends too many years merely in getting ready, however, his mind becomes regimented; freedom of thought disappears; the creative spark is extinguished.

This older view is passing, thank Heaven! There is little to be said for it apart from the Spartan torture which it inflicts. In the newer and saner approach the different phases of learning are developed together. In music, for instance, the child starts immediately on a tune, and discipline and precision are developed conjointly with his ability to play; and the plan works. In art the case is quite as striking. On my learning

that for 10 years, excepting 1, some student of the Yale School of the Fine Arts had received the coveted Prix de Rome, I inquired regarding the teaching method. I learned that on the first day a student enters the department of painting he is started along two parallel disciplines; he is given a simple problem in creative composition and is started on the elements of factual representation. These disciplines are thus continued with decreasing time upon factual representation and correspondingly increasing emphasis upon creative composition. Ultimately the two are merged. In engineering the same general principle should be followed. For example, when a new principle of physics is taken up, its implications should be explored by the student. He will not be able to go very far the first time, or the second time. Guiding the student in this is to the teacher a long, dreary process, but there is, to my knowledge, no other way of accomplishing the purpose. While the old idea referred to above still persists in most teaching of basic science, one looks forward hopefully

to a time when more thinking may be done in the early stages and when there will be less rush merely to cover ground.

Excerpt from Readjustment of Policy and Program in Engineering Education. Robert E. Doherty, dean, School of Engineering, Yale University. *Journal of Engineering Education*, vol. XXV, no. 1, September 1934.

THE PRESIDENT'S PICTURE

Thousands of requests for the President's photograph and December SCHOOL LIFE have reached the office of the Superintendent of Documents, Government Printing Office, Washington, D. C.

This issue of SCHOOL LIFE, with the free photograph insert, has been most popular. Pupils and students have written for copies. School board members have ordered them. Secretaries of State education associations have placed bulk orders. Teachers, principals, superintendents, librarians, and parents of school children have sent in dimes for the picture.

Additional copies of December SCHOOL LIFE at 10 cents per copy, with the free photograph insert, are still available.

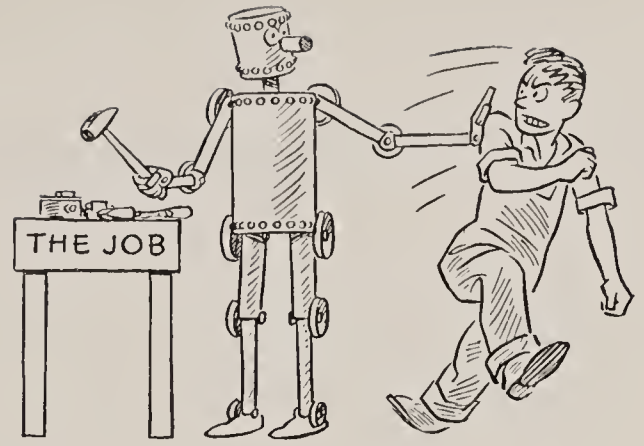
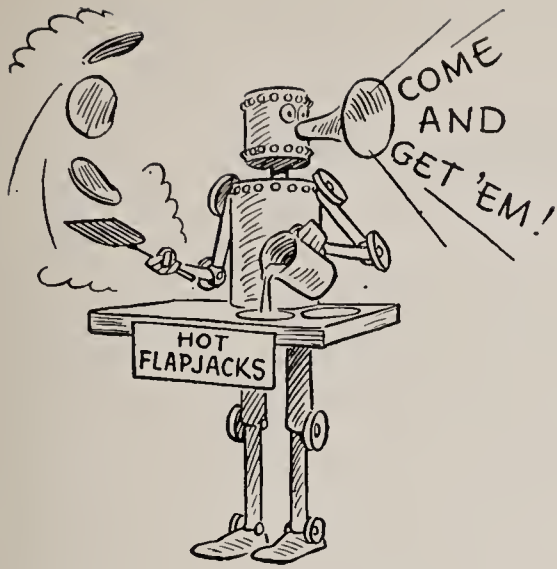


★ THE cover design for this issue of SCHOOL LIFE is another prize drawing submitted to the Federal Office of Education in the SCHOOL LIFE cover-design contest. The design on Apprentice Education entitled "Evolution of Printing" was drawn by Robert Hack, Pratt Institute, School of Fine and Applied Arts, Brooklyn.

The composite picture above shows designs receiving honorable mention, the work of [1] Roby Ann Nelson; [2] Richard Geraigery; and [3] Hortense Hoyer.

Competition in the Pratt Institute School of Fine and Applied Arts was carried on under the direction of James C. Boudreau, Director, and John Petrina, Instructor in Design.

January SCHOOL LIFE carried the first winning cover design, the Boston Latin School, whose 300th anniversary has prompted the celebration of the Tereen-tenary of Secondary Education in the United States this year. February's cover design contest featured "Athletics in the School." Future issues will carry other prize winning designs.

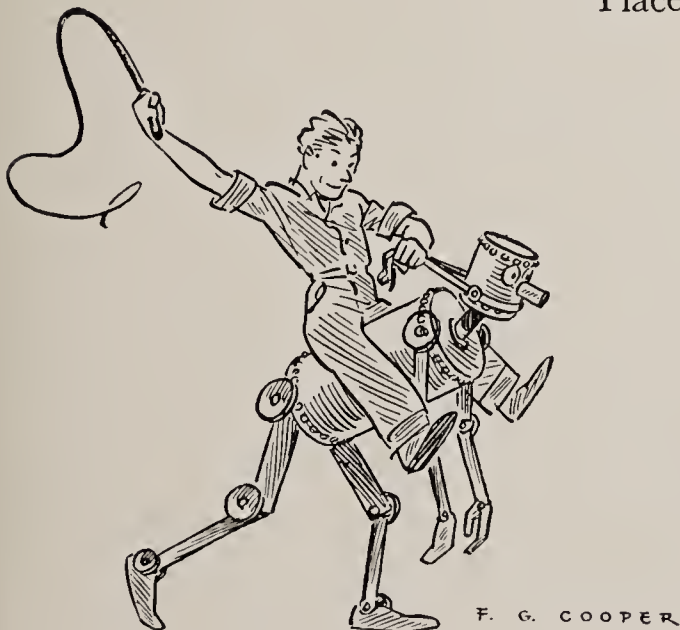
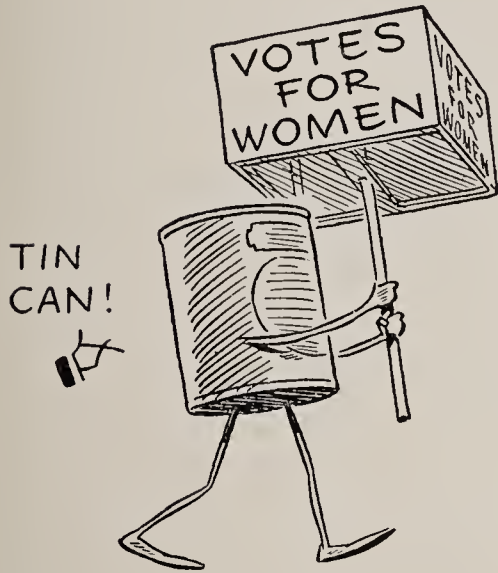


You and Machines

THIS is the first of a series of pamphlets on social and economic questions which are being prepared under a grant from the General Education Board to the American Council on Education. The series aims to supply the need for readable material for workers' and adult education classes, as well as for high school social science classes.

Written by Professor William F. Ogburn, Ph. D., of the University of Chicago, one of America's most eminent sociologists, this 55-page pamphlet presents in simple and interesting fashion the changes in our economic, social, and political life which have resulted from machine production. There are 26 unique illustrations by Fred G. Cooper.

Further information regarding this pamphlet may be obtained from the American Council on Education, 744 Jackson Place NW., Washington, D. C.



Opera Nazionale Dopolavoro

THE Opera Nazionale Dopolavoro, O. N. D., or simply Dopolavoro,¹ might be called the National Leisure Time Society of Italy since "Dopolavoro" is made up of the two words "dopo" meaning after, and "lavoro" meaning work. By law its purposes are to (a) promote a sound and profitable employment of the leisure hours of intellectual, and manual workers through institutions capable of developing their physical, intellectual, and moral capacities, and (b) provide for the increase and coordination of such institutions, furnishing them with all assistance and, where appropriate, promoting the incorporation thereof.

It is somewhat like the Young Men's Christian Association but infinitely wider in scope and has behind it all the power and resources of the Fascist government of which it is an organic part. Its membership totaling over 2,108,000 in 1934, is drawn from the entire wage earning adult population, women as well as men. The majority of industrial and office workers now belong and the principal field for expansion is among the 8,000,000 agricultural workers. Dues are very low, 4.50 lire (40 cents) a year.

Dopolavoro is under the immediate control of the Fascist party. The structure of the central organization at Rome is shown on this page.

The provincial sections are organized after the model of the central body and this organization repeats itself down through the smaller towns and communities. The income of the central organization in 1933-34 was 12,789,687 lire (\$1,139,561); its expenditures, 11,247,760 lire (\$1,002,175). The budgets of the smaller units are not available.

The activities of Dopolavoro are in four major sections—physical education, artistic education, instruction, and social assistance. The physical education program is under the direction of two organizations affiliated with Dopolavoro, the Central Sports Commission (C. C. S.)

¹ Because of limited space, this report has been shortened for SCHOOL LIFE use by Dr. James F. Abel, Chief, Foreign School Systems Division, Office of Education.

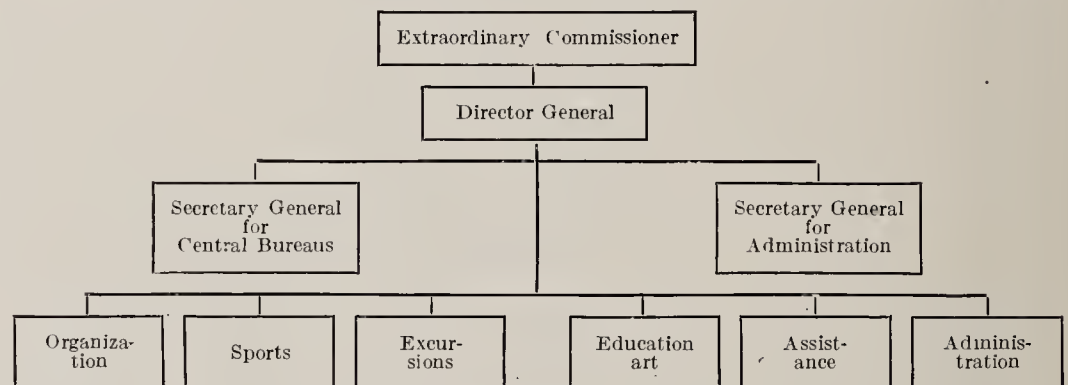
★ A REPORT by Randolph Harrison, Jr., Third Secretary of the American Embassy at Rome, on Italy's National Leisure Time Society

and the Italian Federation of Excursions (F. I. E.). Federated under the C. C. S. are the different sports societies, such as the Federation of Rowing, Federation of Basket Ball, etc., which are composed of networks of clubs extending throughout the land for each kind of sport named. It works with the National Olympic Games Committee, the athletic divisions of the Balilla, and the National Fascist Militia to prepare and promote national sporting events and policies.

C. C. S. promotes local and national contests in popular sports and games,

pine resort. At Rome are tennis courts, gymnasiums, and athletic fields, and a splendid stadium and swimming pool built by the Fascist party. Other important centers in Italy are no less well equipped.

F. I. E., like C. C. S., is a federation of societies and clubs. Such sports as skiing, hiking, and cycling, and volunteer reforestry in connection with skiing and hiking trips are in its activities. Skiing, a comparatively new sport in Italy, has been developed to such an extent that 170 important events were held in the winter



The Central Organization at Rome

among which boat, swimming, and cross-country races, rope-pulling contests, and various kinds of ball games find special favor. It endeavors to provide for both city dwellers and countrymen, and takes pains to arrange less strenuous activities for the diversion and physical improvement of its maturer members. Systematic instruction is given in gymnastics, calisthenics, hygiene, boxing, fencing, etc. Diplomas of proficiency are awarded and prizes or medals are given to winners of championships. On account of the excursion facilities at the disposal of Dopolavoro, participants and spectators may be assembled for sports events at any point in Italy. A national swimming contest may be held at Naples; boat races on Lake Garda; or ski contests at an Al-

of 1933-34, and it was estimated that not less than 200,000 members of Dopolavoro took part. Among the principal facilities offered by F. I. E. are:

1. Fifty percent reduction on week-end round-trip tickets, third class, for groups of not less than five persons, on all the State railways.

2. Similar reduction to the above without any time limit for groups of 50 or more persons.

3. Thirty percent discount for all classes of railway accommodations.

4. Discounts on train lines and motor busses.

5. Special reductions in fares on steamship lines on the sea and on the Italian lakes.

6. Free entry into all the museums, galleries, and national monuments.

[Continued on page 164]

Education in the Virgin Islands

THE CIVIL Administration in the Virgin Islands, which began with the transfer of the islands from the Navy Department to the Department of the Interior early in 1931, has effectively advanced the status of education.

Education has taken a larger place in the activities of the government. Appropriations, both Federal and municipal, for educational purposes have increased from \$90,000 in 1927 to \$113,000 for 1934. The Governor and staff members have contributed service in the teacher-training and adult-education programs in the islands.

The vocational institute was founded in the spring of 1932 in St. Croix. Of the 10 members of the entering class, 8 were graduated in 1934. The institute, a boarding school, has had as its aim the preparation of a select group of boys as the civic and occupational leaders of the islands. Greater emphasis is placed on the teaching of agriculture than on other offerings, for St. Croix is chiefly agricultural, and the majority of opportunities for the graduates will be found in this field.

Boards of education are designated as boards of appeal, but in the past three years all matters pertaining to the advancement of the educational program have been presented to them and the advice and suggestions they have offered have made the groups invaluable to the Department of Education as an advisory council.

The development of an adult educational program, in four centers where the schools have been used for the class meetings, has encouraged adults to use the buildings for many other purposes. Agricultural clubs, labor unions, and church organizations frequently use the schools for their meetings. Radio broadcasts and the parent-teacher associations have offered means by which principals have drawn to the school parents and friends.

Teachers associations existed for several years in the two larger islands. In 1933 an organization of an association was achieved and the association has been actively engaged in improving the status of the teacher and cooperating with the administrative officers in improving education generally.

★ GOVERNOR PAUL M. PEARSON *Describes Increased Functions and Reports Advanced Status of Islands' Schools; Concluded in April School Life*

Teachers in many schools were able to gain the support and interest of parents in meeting frequently to discuss the problem of the home and school. The teachers were active in the promotion of these associations but have now withdrawn from the conspicuous positions they were forced originally to hold. The associations have done a great deal to develop in many of the people a social consciousness and a sense of parental and civic responsibility.

Three successful Jeanes teachers were secured through the Jeanes' Foundation to aid in school supervision and community improvement. They have worked through the school to get to the home. Cooperating with the Public Welfare Department and the Homestead Commission they have succeeded in improving conditions.

Many of the teachers of the islands had never completed the work of a secondary school; recognizing this, the summer schools were organized to correct these

deficiencies. Emphasis was placed on content rather than on method courses. The attendance the first two years was surprisingly high. With only 124 teachers in service, 144 persons attended the school of 1931, and 250 persons attended in 1932. In 1933 about half of the actual teaching staff attended the classes.

Some of the courses offered during these summer sessions were continued in the fall by members of the high-school faculty. At the present time, under the adult education program, several courses are open to teachers and many are taking advantage of them.

Adult education

In the spring of 1934 an adult program was carried on in three centers for a period of 12 weeks. It was successful from an enrollment and attendance standpoint. Certain of the courses listed were open lectures and so we have no figures as to actual attendance, but it is believed that 1,500 persons benefited from the work offered. The total enrollment was 1,165. The program included classes in home management, reading, public speaking, botany, music appreciation, citizenship, health and sanitation, arithmetic, vocal and instrumental music, geography, agriculture, sewing, infant care, and history.

Through funds provided by the Federal Emergency Relief Act classes were reopened in four centers in October. New courses include rope plaiting, basketry, cooking, canning and preserving, Spanish, bookkeeping, shorthand, needlework, painting, commercial law, and printing. Forty classes meet twice a week with 1,162 students enrolled.

The Public Works departments in the two municipalities have cooperated well with the Department of Education in constantly repairing and improving the old structures used as schools. Funds

[Continued on page 162]

PUBLIC Education in the Virgin Islands is the title of a new bulletin just issued by the Federal Office of Education. The publication, prepared by Mrs. Katherine M. Cook, Chief, Special Problems Division in the Office of Education, tells about the social and economic conditions influencing education in the islands, school administration and organization, the curricula of the island schools, facts about the teaching staff, health program, enrollment, attendance, school buildings, and public libraries in the Virgin Islands. The bulletin, price 10 cents, may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C.

A New Frontier in Education

[Continued from page 151]

fertilizers, and to carry on other projects of economic significance, such as reforestation and soil erosion control. This program of economic planning and development President Roosevelt has appropriately termed "a return to the spirit and vision of the pioneer."

The Tennessee Valley Authority has one dam, the Wilson Dam at Muscle Shoals, Ala., now producing power. Three other dams are being constructed: Norris Dam, eastern Tennessee; Pickwick Dam, western Tennessee; and Wheeler Dam, northern Alabama. The construction and maintenance work on these dams, the reservoir clearance projects and related work require a technical and labor employment of 12,500 men. The leisure time of these men offers the Tennessee Valley Authority its opportunity and the responsibility of providing a training program.

The employees of the T. V. A., save for the professional and technical classes, are residents of the valley. One hundred and fifty thousand applications for positions have been received. Forty thousand men were given an examination to determine occupational proficiency, mechanical aptitude, and intelligence. Upon the basis of these tests, together with the judgment of personal interviews, the men were classified for employment. The T. V. A. is not regulated by the Civil Service Commission but it has developed a civil service policy of its own. Strict adherence to selection for merit has created a sense of confidence and respect in the men which has been heightened and maintained by careful consideration of the rights of labor.

The Social and Economic Division is not directly connected with the training program, but indirectly it has important educational functions. The Division's first charge is to provide sound information upon which policies may be formulated on such emergency problems as the transfer of families from reservoir areas, educational opportunities for employees and commercial facilities. In the second place, the Division's function is to anticipate the problems involved in long-time planning and to formulate plans for their solution through research. Already the Social and Economic Division has collected a large amount of data concerning local situations in the valley, all of great importance in framing educational policies. The studies are made in the fields of government, education, sociology, and economics. Typical reports have been made on the equalization of educational opportunities, health instruction, rural migration, squat-

ter tenant farmers, home ownership, and the effect of closed schools on adolescent children.

The social implications of the T. V. A. training program, this outpost of education's new frontier, are tremendous. A definite step has been taken in the recognition of the necessity of proper human adjustment in society, as well as efficient economic organization. Already results are manifest in the attitude of enthusiasm tempered with a sense of confidence and well-being. In spite of the newness of the project, and the lack of precedent behind it, there is a satisfying feeling of stability permeating the region. Another result beginning to be apparent is that of a more satisfactory adjustment of the individual in the social and economic structure. The success of the T. V. A. training program will stimulate new advances into the educational frontier which, I have no doubt, will prove of equal satisfaction, and when the coordination of these several outposts has been accomplished, education will have proved its capacity in forming the bulwark to American democracy.

Measurement Today

PART IV of the Report of the Commission in the Social Sciences has been issued recently. It is *Tests and Measurements in the Social Sciences* (Chas. Scribner's Sons). This report describes several test construction projects in regard to the social studies and also gives the view of leaders in the social studies and also of psychologists regarding the possibilities of measurement in this area.

This volume is instructive in several ways. In the first place it describes certain new attempts in measuring aspects of social studies instruction. It is worth while, from this standpoint alone, for those who are interested in measurement in this field. However, an equal, if not greater contribution of the volume lies in the issues regarding testing in this field which are discussed.

There is argument which will gladden the hearts of those who believe that testing cannot reach the outcomes of social studies instruction. The principal arguments advanced are two: (a) That the value in the social studies lies in the effect on the life of the individual after he leaves school or several years after the instruction, or (b) because the day by day values of the instruction are so complex or so

abstract as to defy being pinned down by any measurement device.

There is also, on the other hand, in the volume an excellent appraisal of these claims of the social studies antitesting proponents from the standpoint of the psychologist and also an analysis of the total situation. Appendix 1 called "A Divergent Opinion as to the Function of Tests and Testing" is, in the opinion of the writer, an excellent statement of their view. In this appendix is found the important reasoning and conclusions of this volume. As a typical example of the kind of appraisal found in this appendix we offer the following excerpt:

"The opponents (opposed to testing in the social sciences) assert that objective tests can only measure the mechanical aspects of instruction and achievement.

"With this we unqualifiedly disagree. Any aspect of instruction subject to appraisal by teachers (and we affirm that all other aspects are pot shots in the dark and unworthy of being a part of recommended practice, but only being objects of investigation) is ordinarily more accurately appraised by the consensus of several teachers or associates than by one; is more accurately appraised when judgments of these several are carefully combined into an average than when lumped together by 'general impression'; and frequently is demonstrably more accurately appraised by tests of one sort or another than by the judgments of teachers and associates, even though two or three such judgments may be involved. These statements hold 'on the average' for of course occasionally some single person's hunch will strike closer to the truth than any corresponding objective measurement, however refined, for complete universal accuracy is never to be expected.

"In general the progressive lessening of the reliability of tests as the field of measurement moves from the mechanical to the spiritual aspects of a subject is granted, but it is probably not as great as the corresponding decrease in the reliability of teachers' judgments. * * * The teacher claiming a unique and divine insight as to some characteristic of a pupil is clearly not subjecting himself to test, and equally clearly is making a claim that cannot be accepted by another as valid except it be taken on 'authority.' The first and greatest need in connection with modifying pupils with respect to some 'higher' aspect is knowledge of the certainty with which various techniques—teachers' judgments, tests of various sorts, etc.—indicate the existence of, or the amount of, these higher traits in pupils" (pp. 490-491).

DAVID SEGEL

Educators' Bulletin Board



Meetings

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. Philadelphia, Pa., April 5 and 6.

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS. Raleigh, N. C., April 16-18.

AMERICAN PHYSICAL EDUCATION ASSOCIATION. Pittsburgh, Pa., April 24-27.

ASSOCIATION OF AMERICAN PHYSICIANS. Atlantic City, N. J., May 7 and 8.

CLASSICAL ASSOCIATION OF NEW ENGLAND. Andover, Mass., March 29-30.

EASTERN ARTS ASSOCIATION. Philadelphia, Pa., April 10-13.

EASTERN ASSOCIATION OF PROFESSIONAL SCHOOLS FOR TEACHERS. New York, N. Y., April.

EASTERN COMMERCIAL TEACHERS ASSOCIATION. Philadelphia, Pa., April 17-20.

FIFTH ANNUAL CONFERENCE ON TEACHER EDUCATION. Terre Haute, Ind., April 26-27.

GEORGIA EDUCATION ASSOCIATION. Macon, April 11-13.

INLAND EMPIRE EDUCATION ASSOCIATION. Spokane, Wash., April:
Council of English.
Council of Psychology and Education.

KENTUCKY EDUCATION ASSOCIATION. April 11-13.

MEDIEVAL ACADEMY OF AMERICA. Boston, Mass., April 27.

MICHIGAN SCHOOLMASTERS CLUB. Ann Arbor, April 26.

NATIONAL ASSOCIATION OF COLLEGE WOMEN. Washington, D. C., Easter week.

NATIONAL ASSOCIATION OF COLLEGIATE DEANS AND REGISTRARS IN NEGRO SCHOOLS. Washington, D. C., Mar. 27-30.

NATIONAL ASSOCIATION OF PENMANSHIP TEACHERS AND SUPERVISORS. New York City, April 4-6.

NATIONAL CATHOLIC EDUCATION ASSOCIATION. Chicago, Ill., April 23 and 24.

NATIONAL FEDERATION OF MUSIC CLUBS. Philadelphia, Pa., April 24 to May 1.

NATIONAL FIRE PROTECTION ASSOCIATION. Atlanta, Ga., May 14.

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. Chicago, Ill., April 10-13:
Commission on Institutions of Higher Education.
Commission on Secondary Schools.

NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS. Spokane, Wash., April.

TENNESSEE COLLEGE ASSOCIATION. Nashville, April 17 and 18.

WEST VIRGINIA ASSOCIATION OF SECONDARY PRINCIPALS. Charleston, April.

WESTERN ARTS ASSOCIATION. Chicago, Ill., April 3.

WESTERN PENNSYLVANIA BRANCH OF THE PROGRESSIVE EDUCATION ASSOCIATION. Pittsburgh, Pa., April 12 and 13.

WISCONSIN ASSOCIATION OF SCHOOL BOARDS. April.

Recent Theses

THE Federal Office of Education receives many doctors' and masters' theses in education. A list of the most recently received theses which may be borrowed from the Office of Education Library on interlibrary loan follows:

AVANT, HILDA. A bibliography of Government publications helpful to history teachers in secondary schools Master's, 1934. George Washington university. 59 p. ms.

BEDELL, RALPH C. The relationship between the ability to recall and the ability to infer in specific learning situations. Doctor's, 1932. University of Missouri. 56 p.

BOND, ELIAS A. The professional treatment of the subject matter of arithmetic for teacher training institutions, grades 1 to 6. Doctor's, 1934. Teachers college, Columbia university. 315 p.

CHENEY, RAY E. Equipment specifications for high schools: their use and improvement: a new approach. Doctor's, 1934. Teachers college, Columbia university. 87 p.

COLEMAN, JOHN B. Present practice and opinion in the teaching of physics in the public schools of the United States. Master's, 1934. Boston university. 80 p. ms.

JOHNSON, ALVIN W. The legal status of church-state relationships in the United States with special reference to the public schools. Doctor's, 1934. University of Minnesota. 332 p.

KAFFER, FRED C. The instructional staff and supervisory program of the elementary schools of a city in New York State. Master's, 1934. Syracuse university. 173 p. ms.

LAMEK, JOHN E. Music instruction in Catholic elementary schools. Doctor's, 1933. Catholic university of America. 91 p.

MILLS, EDITH S. A course of study in parent education for use in a medical clinic. Master's, 1934. George Washington university. 72 p. ms.

MOONEY, MARY C. A partial survey of the commercial clubs in the senior high schools. Master's, 1934. Boston university. 60 p. ms.

MORSE, HENRY. A quantitative judgment study of curricula needs in secondary education. Master's 1934. Syracuse university. 100 p. ms.

RUTH A. GRAY

New Books and Pamphlets

Motion Picture Appreciation

How to Judge Motion Pictures, a pamphlet for high-school students, by Sarah McLean Mullen. . . also How to Organize a Photoplay Club. Pittsburgh, Pub. by Scholastic, The National High School Weekly [c1934] 60 p. 25 cents.

Prepared for members of high-school photoplay clubs. It develops critical appreciation and indicates how this activity may be correlated with English and the social studies.

Photoplay Appreciation in American High Schools, by William Lewin. A publication of the National Council of Teachers of English. New York, D. Appleton-Century Co. [c1934]. 122 p. (English monograph no. 2.) \$1.

Shows how the procedures of the English class can gain in effectiveness through the use of the photoplay.

Adult Education

Suggestions in Community Drama for the Enrichment of Adult Life, prepared by the National Recreation Association. Washington, D. C., The National Commission on the Enrichment of Adult Life [1934]. 18 p. 5 cents.

Suggestions for the educational and recreative use of leisure time through the drama.

Education and the Worker-Student, a book about workers' education based upon the experience of teachers and students, by Jean Carter and Hilda W. Smith, New York, Affiliated Schools for Workers, inc., c1934. 72 p. 25 cents.

A suggestive outline for teachers and administrators of workers' education projects.

War and Peace

The Story of the Paris Pact, for students of the higher citizenship, by Arthur Charles Watkins. Washington, D. C., National Capital Press, 1934. 149 p. (3d ed.) 15 cents.

Gives the story of the origin and conclusion of the pact and the first 5 years of its application to world problems.

Arms and Munitions, comp. and ed. by Joseph H. Baccus. . . New York City, Noble and Noble, Publishers, Inc. [c1935]. 198 p. (University Debater's Help Book, vol. 1.) \$2.

A handbook to help the debater cover the field of arms and munitions, includes an analysis of the question and extensive bibliographies.

Child Health

Food for the Young Child, by Miriam E. Lowenberg. Ames, Iowa, Collegiate Press, Inc., 1934. 142 p. \$1.50.

Correct feeding of the preschool child. Menus and recipes which have been used successfully in the Nursery School at Iowa State College.

Physical Defects, the Pathway to Correction; a study of physical defects among school children in New York City, conducted by the Research Div. of the American Child Health Association, in cooperation with the Dept. of Health and the Dept. of Education; supervised by a special advisory committee; and financed by the Metropolitan Life Insurance Co., New York American Child Health Association, 1934. 171 p.

Points the way to more effective health programs in the schools.

SUSAN O. FUTTERER

The Vocational Summary



A COMMUNITY retraining program for the unemployed, in which the public schools and business, professional, and civic groups are actively cooperating, has been in operation in Williamsport, Pa., for the past 4 years. Four steps are followed in dealing with the prospective trainee under the "unemployment rehabilitation" plan. First comes the diagnosis, in which an attempt is made to get information on training, experience, aptitudes, and personal characteristics of the individual, and to determine the field in which he may be trained to the best advantage. The preliminary "diagnosis" completed, the individual is placed in a retraining class or with an employer who agrees to teach him the occupation for which he desires training. Careful thought is given to the third step—placement of the trainee in suitable employment. Constant contact is maintained with plant supervisors, workmen, and State and Federal employment offices, who inform members of the school faculty of actual or possible openings in local industries or offices. In fact a long record of satisfactory placements has created a demand for graduates of the school's retraining courses. The fourth step in the unemployment rehabilitation program is follow-up on the job. Once the worker is placed in employment every effort is made by the school to help him get a good start. In most cases he is persuaded to continue his training in the school, and in some cases, with the assistance of a school instructor, he is given additional job training in the plant after working hours. Almost 2,000 trainees have enrolled in the school since the unemployment retraining program was inaugurated, about 30 percent of whom have been placed. "At the present time," George H. Parkes, director of vocational education in Williamsport, states, "the school can assure any employable person placement provided he remains in school long enough to permit his retraining to become effective."

Cooperative home plan

Last spring the principal of a high school in Illinois discovered that several girls from the outlying community would not be able to attend the school because they could not afford to pay room and board

and did not have transportation facilities between school and home. The solution of this problem, the principal felt, was a students' cooperative home. She presented the problem to the board of education, which arranged to rent and furnish a house adjoining the school grounds. The home economics teacher of the school lives in the cooperative home, directs the activities of the house, and serves as chaperon or sponsor for the girls. Each girl furnishes her own sheets, pillowcases,

What Have You?

MANY activities being carried on in vocational departments throughout the country would be of general interest if information about them were available. A plan being followed in one school might very well fit into the program of other schools. But how shall information about such plans or projects or interesting and instructive happenings in the different schools be made available? It would seem that *SCHOOL LIFE* might serve as a medium of exchange of ideas. The February issue of *SCHOOL LIFE*, for example, carried the story of shop-testing apparatus constructed by shop students themselves, the story of a home-problem clinic plan used in an Illinois homemaking class, and the story of a safety program set up by a city trade-school coordinator. This issue carries accounts of similar interesting activities and projects. What's happening in your school or class that's interesting? Let's hear about it.

towels, and bedspread. The girls do all the work in the house except firing the furnace. The only expense to the students is for food. Those from farm homes may exchange farm products instead of money for their share of house upkeep. Seven girls, none of whom would have been able to attend school otherwise, are now housed in the students' cooperative home.

Fire-fighting training

The diversity of subjects covered in courses for training instructors of fire-fighting classes in California is shown in a list of such subjects compiled by the vocational education division of that State. Instructor-training services have been rendered to 95 fire departments in 29 cities of the State. Included in the list are the subjects commonly covered, such as fire-fighting methods, maintenance and operation of equipment, ladder drills, and pumping. But the California instructor-training courses include also instruction in fire prevention, fire hydraulics, fire chemistry, ventilation principles, salvage methods, first aid and rescue work, fire science, public relations, dust explosions, fire investigations and reports, flammable liquids and other materials, character education, and conduct of training conferences. These teacher-training programs for fire fighting are conducted by the University of California, in Los Angeles and Berkeley, and through itinerant instructors.

5,000 Negroes enrolled

Between 4,500 and 5,000 Negroes were enrolled in emergency agricultural classes in South Carolina last year. Activities stressed in these classes, which were manned by approximately 150 teachers drawn from the unemployed, included: Remodeling poultry houses; building sanitary toilets; screening houses; repairing barns and other buildings; making home gardens; euring meat; and planning uses for land taken out of cotton production. Particular attention was directed to instruction in the services of the new Federal emergency agencies. The State vocational department was handicapped in the expansion of this emergency program through its inability to obtain additional competent agricultural teachers.

In union, strength

One established policy of State vocational rehabilitation departments or bureaus is to cooperate in rehabilitation services with local welfare and other agencies. In this way the rehabilitation bureau is enabled to reduce its operating costs, to render a wider service, and at

the same time emphasize the responsibility of the community toward its handicapped group. In California the Workmen's Compensation Commission brings needy cases to the attention of the rehabilitation department, extends compensation benefits and grants lump compensations where rehabilitation is involved and even employs persons trained by the rehabilitation department. The crippled children's division of the State department of public health aids in physical restoration of children whose parents are unable to carry the expense. The bureau of tuberculosis of the State health department refers to the rehabilitation department arrested tubercular cases, and suggests possibilities for their rehabilitation. In San Francisco, the rehabilitation department is responsible for all rehabilitation of the blind recommended by the local agencies for the blind. Trade schools in a number of cities cooperate with the rehabilitation department. For instance, 50 persons recommended by the rehabilitation department in Los Angeles are now being trained in trade courses in the Frank Wiggins Trade School of that city. Such cooperation simplifies the program of rehabilitation and avoids duplication of effort.

Inventor

That inventive genius may manifest itself in vocational school shops is evidenced by an actual instance reported by Mr. Fogg, machine-shop instructor in Clifford B. Connelley Trade School, Pittsburgh. Every effort has been made in the laboratory supervised by Mr. Fogg to get students to wear goggles when using grinders or similar devices. Impressed with the necessity of this precaution, one of the students—Otto Pryel—invented a goggle-holding device which is connected with the motor-control system driving the grinder in such a way as to cut off the circuit and prevent the operation of the grinder until the goggles have been removed from their holder. Once the student actually picks up the goggles he is much more likely to put them on rather than take the trouble of finding a place to set them. This device is proving helpful in preventing injuries which heretofore have resulted from failure to use the goggles.

Buying pointers

Consumer education in its application to the selection and purchase of clothing

is emphasized in a vocational home economics department in Evanston, Wyo. Dresses loaned by one of the local stores and materials brought by class members from their homes are used to illustrate workmanship and good and poor qualities of material, and to study cloth and clothing labels. The meaning of various terms used in newspaper advertising such as "virgin wool blankets", "worsted", "acetates", "heavy weighted silks", and "pure dye flat crepes", is studied and analyzed. An attempt is made to determine the durability to be expected from certain qualities of materials. For example, it was discovered that weighted silk splits on lines of stitching and on folds, such as the fold of the hem, and that some families had garments of worsted fibers which although they were many years old showed no signs of wear. Personal clothing problems of class mem-



Prospective truck drivers receive individual instruction under the Williamsport retraining plan.

bers are used to illustrate the necessity for more accurate and detailed information on the part of the consumer. Poor workmanship as well as unsuitability of materials is found to account for many difficulties. On examination of a velvet dress worn by one girl, for example, it developed that the seams had split not because the material was poor but because the seams were too narrow. Poor workmanship! The girls like this course. It's practical.

Instruction and recreation

Recreation, entertainment, and instruction are admirably combined in a part-time vocational agriculture class composed of young men between the ages of 16 and 25 in Radcliffe, Iowa. Enrollment in this class, started last year, is

drawn from the out-of-school farm youth who need instruction in agriculture and related subjects. At the first meeting of the class, those enrolled were asked to indicate two units of study for the 12 weeks' period. By vote of the group, hog production and farm arithmetic were selected. At each session of the class a mimeographed outline of the evening's study was distributed presenting problems, statistical data, and other material as a basis for discussion. Class periods lasted from 7:30 to 9:30 or 9:45 p. m., after which class members adjourned to the gymnasium for volley ball or basketball. Musical and other entertainment programs were staged by members on nights other than class nights. Thirty-eight enrolled for the course. The average attendance was 32. Twenty-eight attended 10 or more of the 12 meetings. "Such classes," the Radcliffe agricultural teacher, D. C. Bolles, declares, "offer the school the opportunity to broaden its service to the community supporting it, to build enrollment for the day classes, and to promote good will and a wider understanding of the school among the residents of the community."

Panel discussions

The panel discussion method of conducting conferences or forums is described by W. A. Ross, specialist in subject matter, agricultural service, Office of Education, in a mimeographed circular recently issued for distribution. The circular lists the essential elements of a panel, describes the procedure followed in conducting it, and shows the particular fields to which it is applicable. A limited number of copies of this circular are available for distribution.

Personnel changes

Effective December 16, 1934, J. A. Linke, formerly regional agent for agriculture, north central region, in the Office of Education, was appointed chief of the agricultural education service. James H. Pearson, formerly supervisor of vocational agriculture for Nebraska, and for the past 5 years special agent for part-time and evening education in the Office of Education, was appointed regional agent for the north central region, effective January 1.

CHARLES M. ARTHUR

Education Bills Before Congress

UP TO February 11, not less than 70 bills relating to education in some form or other have been introduced in Congress and referred to appropriate committees. None of the bills has thus far been enacted into law. A considerable number of them provide for direct aid to States in the maintenance of elementary and secondary schools; some provide for Federal aid through loans by the R. F. C.; and 24 provide for appropriations to cooperate with local school districts in providing school buildings on condition that Indian children be admitted to the schools maintained by such local school districts. The bills have been classified and a digest of them follows:

Federal aid to education— Grants

H. R. 16—Authorizes Federal Board for Vocational Education to cooperate with the several States, the Territories of Alaska, Hawaii, and Puerto Rico, and the District of Columbia in the care, treatment, education, vocational guidance and placement, and physical rehabilitation of crippled children. Authorizes an appropriation of \$2,000,000 for the fiscal year 1932, \$3,000,000 for 1933, \$4,000,000 for 1934, and \$5,000,000 for 1935. The Board is authorized to deduct from such appropriations not in excess of 5 percent thereof for administrative purposes. (Introduced Jan. 3, 1935, by Mr. Fulmer, of South Carolina, and referred to Committee on Education.)

H. R. 121—Authorizes an appropriation of \$1,000,000 for the fiscal year ending June 30, 1935, for the purpose of providing each State, Territory, and the District of Columbia with funds to enable them to provide kindergarten education for children, to be allotted by the United States Commissioner of Education on the basis of need. (Introduced Jan. 3, 1935, by Mr. Bloom, of New York, and referred to Committee on Education.)

H. R. 2868—Authorizes an appropriation of \$75,000,000 for the fiscal year ending June 30, 1936, to enable the States, Territories, and District of Columbia to furnish educational opportunities; funds to be allotted on the basis of need as determined by the ability of the States,

★ LEWIS A. KALBACH *Summarizes Legislation Affecting Schools Introduced in the House of Representatives and in the Senate*

Territories, and District of Columbia to maintain a term of normal length in the public schools of less than college grade. (Introduced Jan. 3, 1935, by Mr. Terry, of Arkansas, and referred to Committee on Education.)

H. R. 3050—Amends the National Vocational Rehabilitation Act so as to authorize an appropriation of \$2,040,000 for the fiscal year ending June 30, 1936, and for each fiscal year thereafter up to and including June 30, 1940, and thereafter such sums annually as the Congress may deem necessary, on condition that for each dollar of Federal money there shall be expended in the State at least an equal amount for the same purpose. (Introduced Jan. 3, 1935, by Mr. Fletcher, of Ohio, and referred to Committee on Education.)

H. R. 4120—Appropriates \$3,000,000 for the fiscal year 1936 and authorizes an appropriation of \$3,000,000 for each fiscal year thereafter for cooperation with the States in providing medical care and other services for crippled children of which sum not to exceed 5 percent shall be available to the Children's Bureau for administrative expenses. The remainder to be allotted to the States, \$20,000 to each State and the balance among the States on the basis of need. States must furnish equal amounts.

The bill also provides for annual appropriations of \$1,500,000 to cooperate with the States in extending and strengthening welfare services for the protection and care of homeless, dependent, and neglected children, and children in danger of becoming delinquent, of which sum not to exceed 5 percent shall be available to the Children's Bureau for administration and for investigations and reports. The remainder shall be allotted to the States, Territories, and the District of Columbia, which must furnish equal amounts. (Introduced Jan. 17, 1935, by Mr. Doughton, of North Carolina, and referred to Committee on Ways and Means. Similar bills, *H. R.*

4142, introduced by Mr. Lewis, of Maryland; *H. R. 4539*, introduced by Mr. Mead, of New York; and *S. 1130*, introduced by Mr. Wagner, of New York.)

H. R. 4446—Grants to State of South Dakota for institutional purposes the property known as Canton Asylum, including the land and buildings and such equipment as may be designated by the Secretary of the Interior, on condition that Indians residing in South Dakota will be accepted in State institutions on entire equality with persons of other races. (Introduced Jan. 22, 1935, by Mr. Hildebrandt, of South Dakota, and referred to Committee on Indian Affairs.)

H. R. 4552—Authorizes and directs that there be made available from funds appropriated for the F. E. R. A. for the fiscal years 1935 and 1936 such funds as will enable the States, Territories, and District of Columbia to maintain their regular school terms as maintained in 1931 and previous years. Authorizes a further appropriation of an amount equal to not less than \$10 per enumerated school child in the elementary and secondary schools to be allotted on the basis of need to maintain a school term of 9 months. Makes eligible for purchase or loans by R. F. C. all school warrants or other certificates of indebtedness for payments of teachers' salaries or salaries of other public school employees unpayable because necessary taxes or other revenues have not been collected. Such loans shall be made at face value at rates of interest not to exceed 1 percent per annum. (Introduced Jan. 23, 1935, by Mr. Johnson, of Oklahoma, and referred to Committee on Education.)

H. R. 4677—Authorizes an appropriation of \$100,000,000 for the year ending June 30, 1935, to aid the States, Territories, and District of Columbia to enable school districts of elementary and secondary grade to maintain a normal school term, the allotment of funds to be made on the basis of need. (Introduced Jan. 24,

1935, by Mr. Rogers, of Oklahoma, and referred to Committee on Education.)

H. R. 4745—Authorizes an appropriation of \$48,000,000 for the fiscal year ending June 30, 1935, to assist the States, Territories, and District of Columbia in the maintenance of schools of less than college grade on a basis as satisfactory as possible, the funds to be disbursed on the basis of need. (Introduced Jan. 25, 1935, by Mr. Deen, of Georgia, and referred to Committee on Education.)

H. R. 5264—Authorizes an appropriation of \$75,000,000 to be disbursed on the basis of need to the States, Territories, and District of Columbia by the Commissioner of Education in such manner as will assist in the maintenance of public schools of less than college grade. Provides that the act shall not be in effect with respect to any school year ending after June 30, 1936. (Introduced Feb. 4, 1935, by Mr. Kenney, of New Jersey, and referred to Committee on Education.)

H. R. 5296—Authorizes an appropriation of \$100,000,000 for the year ending June 30, 1935, to be allotted to the States, Territories, and District of Columbia on the basis of need as determined by the ability to maintain a term of normal length in the public schools of less than college grade. Authorizes an appropriation for each fiscal year beginning July 1, 1935, of an amount equal to not less than \$5 per school child of elementary and secondary grade in average daily attendance, based on previous year's attendance report, for allotment to the States, Territories, and District of Columbia. Authorizes R. F. C. to purchase or make loans on school warrants for salaries of teachers and other employees in public schools issued between January 1, 1932, and July 1, 1935. (Introduced Feb. 4, 1935, by Mr. Rogers, of Oklahoma, and referred to Committee on Education.)

S. 1306—Grants to South Dakota property known as Canton Asylum. (Introduced Jan. 21, 1935, by Mr. Bulow, of South Dakota, and referred to Committee on Public Lands and Surveys. Same as *H. R. 4446*.)

Federal aid for specified local school districts—Grants

The following bills provide for Federal appropriations to local school districts for the erection, extension, or improvement of school buildings on condition that Indian children shall be admitted to the schools of the districts on the same terms, except as to payment of tuition, as white children. In all cases the bills were referred to the Committee on Indian Affairs.

H. R. 1395—\$50,000 to Round Valley Union high-school district, Covelo, Calif.

H. R. 3999—\$38,000 to Marysville school district no. 325, Snohomish County, Wash.

H. R. 4297—\$50,000 to White Swan school district no. 88, Yakima County, Wash.

H. R. 5207—\$20,000 to school district no. 9, Poplar, Mont.

H. R. 5209—\$40,000 to school district no. 55, Brockton, Mont.

H. R. 5210—\$158,000 to school district no. 17-II, Big Horn County, Mont.

H. R. 5212—\$25,000 for completion of high-school building at Frazer, Mont.

H. R. 5213—\$80,000 to school district no. 27, Big Horn, Mont.

H. R. 5214—\$50,000 to school district no. 45, Wolf Point, Mont.

H. R. 5215—\$60,000 to school district no. 9, Glacier County, Mont., and \$40,000 to other school districts in Glacier County.

H. R. 5216—\$15,000 to Harlem school district no. 12, Blaine County, Mont.

S. 1521—Same as *H. R. 5216*.

S. 1522—Same as *H. R. 5215*.

S. 1523—Same as *H. R. 5214*.

S. 1524—\$40,000 to school district no. 23, Polson, Mont.

S. 1525—\$100,000 to joint school district no. 28, Lake and Missoula Counties, Mont.

S. 1526—Same as *H. R. 5209*.

S. 1527—Same as *H. R. 5210*.

S. 1528—Same as *H. R. 5207*.

S. 1529—Same as *H. R. 5213*.

S. 1533—Same as *H. R. 3999*.

S. 1534—\$10,000 to school district no. 20, Jefferson County, Wash., for building at Queets, Wash.

S. 1535—Same as *H. R. 4297*.

S. 1536—Same as *H. R. 1395*.

S. 1537—\$125,000 to school board of Shannon County, S. Dak., for consolidated high-school building at Pine Ridge.

Federal aid to education—Loans

H. R. 150—Authorizes R. F. C. to make loans to any public or private hospital organized under the laws of any State upon the same terms as are applicable in the case of loans to financial institutions. (Introduced Jan. 3, 1935, by Mr. Cochran, of Missouri, and referred to Committee on Banking and Currency.)

H. R. 152—Authorizes R. F. C. to make loans to any corporation, trust, foundation, congregation, organization, or association organized (not for profit) under the laws of any State or Territory and operated for religious purposes to aid in financing the operation and maintenance of institutions for religious instruction and worship. (Introduced Jan. 3, 1935, by Mr. Cochran, of Missouri, and referred to Committee on Banking and Currency.)

S. 1433—Same as *H. R. 152*. (Introduced Jan. 25, 1935, by Mr. Capper, of Kansas, and referred to Committee on Banking and Currency.)

H. R. 2050—Authorizes R. F. C. to make loans to public-school districts to aid in financing the operation and maintenance of public schools, including the payment of salaries of teachers, officers, and employees, through the purchase of warrants issued in anticipation of the collection of taxes or through purchase of securities. Loans may be made for a period not to exceed 10 years at such interest rates as the R. F. C. may approve. (Introduced Jan. 3, 1935, by Mr. Knutson, of Minnesota, and referred to Committee on Banking and Currency.)

H. R. 2867—Authorizes R. F. C. to set aside as a revolving fund, \$75,000,000 to be used as loans to school districts for the purpose of enabling such districts to reduce or refinance their outstanding indebtedness when said school districts because of drought, flood, fire, bank failure, depression, or other reasons are placed in an emergency where 30 percent or more of all their school revenues are taken for debt service and other fixed charges thereby making it impossible to operate a minimum of 6 months' elementary free school. No loans shall be granted unless the district is able to purchase or refinance 60 percent of its obligations at a price which will result in a substantial reduction of its outstanding indebtedness. (Introduced Jan. 3, 1935, by Mr. Terry, of Arkansas, and referred to Committee on Banking and Currency.)

H. R. 3253—Authorizes R. F. C. to make loans in an aggregate amount not exceeding \$250,000,000 to or for the benefit of tax-supported public-school districts for the purpose of reducing and refinancing outstanding indebtedness. (Introduced Jan. 8, 1935, by Mr. Terry, of Arkansas, and referred to Committee on Banking and Currency.)

H. R. 4242—Authorizes R. F. C. to make loans to colleges, universities, and institutions of higher learning with interest at not more than 3 percent per annum to aid in the financing of buildings, structures, and other self-liquidating projects. (Introduced Jan. 18, 1925, by Mr. Woodrum, of Virginia, and referred to Committee on Banking and Currency.)

H. R. 4871—Authorizes R. F. C. to make loans to educational institutions and hospitals, public or private, to aid in financing their operation, maintenance, extension, or improvement, loans to be made for a term of 5 years with a possible extension for an additional 5 years; loans to bear interest at not to exceed one-

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Education in the Virgin Islands

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were supplied in the winter of 1933-34 under the Civil Works Administration and the Public Works Administration for the construction of 8 new school buildings and for the major repair of 4 of the old buildings. The construction of all but two of these buildings has been completed and they are being used for school purposes.

Each year since the coming of the Civil Works Administration, financial assistance has been secured from colleges or private individuals for worthy students. Now Virgin Islanders are to be found in Spelman, Moorehouse, Tuskegee, Hampton, St. Augustine, and Swarthmore Colleges and Howard and New York Universities. Many of our students are listed on the honor rolls of these institutions.

Since 1927 the number of full time teachers in the junior high schools and the senior high school has increased 125 percent. The growth in enrollment in 1927 in the Charlotte Amalie High School of 85 students to 460 in 1934 is indicative of greater facilities and greater community interest.

Class standing of the students in northern colleges attests to the adequacy of the preparation provided in the local high school.

Better seating and improved classroom facilities are to be found in all the schools. The new buildings have made available needed space for the increased enrollment in the public schools. In 1927 the school enrollment was 3,086 and in 1934—3,485. A new type of posture desk has been supplied to the new schools, and the benches attached to high desks which were formerly found in all schools have been removed. Steel lockers for the storage of books and supplies, to protect them from roaches and the weather, have been added to the equipment.

An adequate number of selected textbooks are found in all schools. Native pests and hurricanes had so depleted the stock of textbooks prior to the coming of the civil administration that the need of books was one of its early problems. Federal grants made possible the purchase of the first books for replacement purposes; later the municipalities assumed the responsibility. Although textbooks published now in the United States are not written from island Negroes' point of view, the best have been selected, and adjustments and adaptations are made by the individual teacher.

The hot lunch has been provided to many children of rural and town schools. The children of the islands have suffered from malnutrition. The lack of food and ill-balanced meals have served for many

years to handicap the people. The low achievement and the willingness of the people to remain in serfdom after their emancipation as slaves can be traced to diet or the lack of it.

A program of providing a well-balanced meal, supplied in part by the children from their school gardens, prepared and served by them, has been aided by the Golden Rule Foundation, private individuals in the States, and by the Colonial Council of St. Croix.

Improvement in school achievement has been marked since the beginning of this program.

Schools Report

THE Mississippi Education Association, Congress of Parents and Teachers, and State Department of Education have launched a program known as the Mississippi Program for the Improvement of Instruction. There are 451 study groups which meet every week or every 2 weeks in every county in the State.—The Mississippi Educational Advance, January 1935.

The Detroit Educational News, the official publication of the Detroit Teachers Association, of January 31, 1935, was a special budget number devoted to the services and costs of the schools of that city. The editor circulated 150,000 copies to the parents of the elementary school children; he also circulated mats of the front page to the high-school papers and to community papers in the city of Detroit, so that the content of the publication reached practically every home in the city.

Studies of educational conditions in about 60 counties of Texas are in progress through the cooperation of the State department of education. The financial assistance of the Texas State Teachers Association has made many of these studies possible. A complete study of Williamson County and a summary of the studies made in five other counties are presented in the Biennial Report of the State Board of Education for 1932-34. One of the conclusions reached in these six studies is that larger units of school administration should be organized. It appears that in some of the counties attendance areas would constitute desirable units and in others the entire county.

"A Summary of 34 Years of Service in the Office of Principal of the Trenton

(N. J.) High School" is the title of a circular prepared by Dr. William A. Wetzel. Among the topics included are evidences of school efficiency; care of the individual pupil; changes in the curriculum organization, in teaching technique, and in administration. Dr. Wetzel outlines what he would do if he were going to remain as the principal of the Trenton High School for the next 10 years.

Uniform Financial Accounting for Iowa School Districts is the title of a 62-page bulletin published by the department of education of that State. Among the contents are essential records and their use, unit costs, lists of equipment and supplies, and accounting forms.

W. S. DEFFENBAUGH

Education Bills

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fourth of 1 percent greater than the rate of interest on bonds of the United States issued last preceding the date of making the loan. (Introduced Jan. 28, 1935, by Mr. Pearson, of Tennessee, and referred to Committee on Banking and Currency.)

H. R. 4990—Authorizes R. F. C. to make loans to publicly and privately controlled colleges, universities, and other institutions of higher learning to provide emergency relief through the refinancing of accumulated financial obligations, the rate of interest not to exceed 3 percent per annum, and the entire loan to be retired within a period of not to exceed 50 years. (Introduced Jan. 29, 1935, by Mr. Guyer, of Kansas, and referred to Committee on Banking and Currency.)

Higher education

S. 978—Authorizes and directs Secretary of War to convey to University of Oregon part of the Coos Head River and Harbor Reservation. (Introduced Jan. 14, 1935, by Mr. Steiwer, of Oregon, and referred to Committee on Military Affairs.)

H. R. 3005—Authorizes Secretary of Commerce to issue Federal research fellowships, no one of which shall exceed \$1,600 per annum, to college graduates for the purpose of conducting research work in suitable colleges and universities of the United States for the various departments of the Federal Government and/or for private industries in specified scientific subjects; allows \$400 per year per fellowship for equipment and supplies; sets aside in the Treasury not to exceed \$20,000,000 for the purposes stated.

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To C. C. C. Educational Advisers



★ HAIL and farewell! After a little more than a year in service as educational director of the Civilian Conservation Corps I am resigning to become the associate director of the American Council on Education here in Washington, D. C. For a brief time,

until my successor is appointed, I shall continue on this job. This has been a wonderful year—a year in which we have labored to build up a new organization trying in new ways to give new ideas to men about their self-development.

And now to leave all this. I hope you believe me when I say that I am resigning with great regret. I feel that we are just now in a position to take a big step forward, and that great achievements are ahead for you in the C. C. C. education program. Many of you I have met in your camps or in district conferences. Some of you have become my friends. All of you have been my colleagues in this great educational venture, and I wish you unmeasured success.

During this year my very able assistant has been Dr. George F. Gant, who is also leaving to accept appointment in the Tennessee Valley Authority. He has kept all the records of your appointments, has analyzed and tabulated your monthly reports, and has obtained much of the material from Government agencies here in Washington that has come to you through your corps area advisers. He, too, is enthusiastic about what you have done and what you will do. He goes to the Tennessee Valley Authority only because the opportunities for the future, financial and otherwise, are greater than this office can provide. He has done a great job and our blessings go with him.

In January I told you of the ways in which we in this office began from scratch. You could tell me even more thrilling stories of your beginning in this great work. But that's all water over the dam.

The significant fact is that the C. C. C. educational program is a going concern. Glance at the figures from our latest monthly consolidated report (December 1934).

It looks as if the C. C. C. educational program will fare better under the budget that has been submitted for the period

C. S. Marsh, Educational Director, Civilian Conservation Corps, Bids Farewell to Become Associate Director, American Council on Education; Gant Also Leaves

after April 1, 1935. Commissioner Studebaker and others who are concerned with the best interests of the Civilian Conservation Corps are determined to get for you better facilities and more of the supplies that you need to do your work acceptably. That takes time, but it will come inevitably.

One of the finest portents for the good of the C. C. C. education program is the enthusiastic interest which Commissioner Studebaker shows in it. Though he has been in his office only since the latter part of October, he has gained a remarkable comprehension of what you are doing. Already he sees this enterprise as one of the big projects in the plan for a better social order. You know of his success as a superintendent of schools, of the fame which his public forums in Des Moines have acquired, of his reputation as a believer in education as a life-long cradle-to-grave experience, of his intense belief in American democracy and the necessity of a body of citizens who can and do think intelligently upon public questions.

Commissioner Studebaker is particularly interested in your discussion groups that meet to consider matters that you find in the daily newspaper and in Uncle Sam's Diary. He would wish for every camp educational adviser the ability to vitalize those discussions so that men would not only enjoy them, but would form habits of thinking about public matters in a constructively critical way.

Recently on two occasions Commissioner Studebaker and Director Fechner have discussed the C. C. C. educational program with President Roosevelt. The President was keenly interested. He sees now as he saw clearly in March 1933 the great potential, moral, and spiritual values in the C. C. C.

Commissioner Studebaker came away from the White House after both conversations feeling that all who are active in the C. C. C. educational program are helping to carry forward one of the most important projects now at work in the interests of a better social order.

★ World Problems

FOREIGN Trade and the Worker's Job by Helen Hill, with a foreword by John W. Studebaker, United States Commissioner of Education, is the first of a series of Popular Pamphlets on World Problems to appear under the auspices of the World Peace Foundation. This series is designed primarily for citizens who desire nontechnical and yet reliable information regarding current world problems which affect the United States. Single copies are available at the World Peace Foundation, 8 West Fortieth Street, New York City, at 10 cents. There is a special price schedule for quantity lots.

★ Health Helps

IN addition to the organizations listed in our January issue of *SCHOOL LIFE*, the National Tuberculosis Association, 50 West Fiftieth Street, New York City, issues materials which are of help to teachers, especially in connection with health work in the schools.

Total number of camp advisers in service.....	1, 230
Total number of assistant leaders for education---	1, 468
Total number of part-time teachers.....	9, 445
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Total number of full and part-time teaching staff.....	12, 143
Total number of counseling interviews.....	145, 716
Total book circulation---	277, 277
Total number attending nearby schools.....	10, 527
Total number of courses or subject groups.....	21, 219
Total number of enrollees voluntarily and regularly participating in the C. C. C. educational program.....	138, 884

The White House

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an entrance and cloakroom for large receptions. The west terrace is approximately 35 feet wide and 165 feet long, extending from the west side of the building. It contains the President's swimming pool and a few small offices for members of the household staff.

The Executive Office is a three-story structure about 140 feet long and 100 feet wide, at the west end of the west terrace. It was not part of the original design, but was added in 1902 to accommodate the office force of the President.

The design of the White House proper and the terraces is said to have been suggested by that of the Duke of Leinster's palace in Dublin. It is of the classic style of architecture and has been much admired by architects. Exterior walls of the building are of light-gray sandstone brought to Washington from quarries on Aquia Creek, Va. These walls were painted white in the course of reconstruction of the White House after the fire in 1815.

Following is a brief description of the more important rooms of the mansion.

First floor

Entrance lobby and main corridor.—These rooms have limestone floors and are painted buff and white. Six classic columns mark the separation between the lobby and the corridor. Window hangings in the rooms are red. A red rug, 70 feet long, is on the corridor floor. On the east and west walls of the lobby are mirrors reaching from the floor to the ceiling. The President's seal, in yellow bronze, is inlaid in the stone in the center of the floor.

The East Room.—Walls of this room are covered with wood paneling, enameled. The ornamental ceiling is done in stucco. Set in the walls are 12 low relief panels by Piccirilli Brothers, sculptors, the subjects having been taken from Aesop's Fables. There are two mantels of colored marble, with mirrors over them, on both the east and west sides of the room. Illumination is supplied by 3 crystal chandeliers, and by 4 bronze standards bearing electric lights, which are placed at the 4 corners of the room. Window draperies are of heavy yellow silk damask. The floor is oak-parquetry work. A concert grand piano, completing the room furnishing, a gift from the makers, Steinway & Sons, is decorated in gold by Dewing.

The Green Room.—Wall covering and curtains in this room are of green silk damask. The white marble mantel, together with that in the Red Room, was originally in the State Dining Room,

having been purchased in England when the White House was reconstructed after the fire in 1814. The Aubusson rug on the oak floor bears the coat of arms of the United States.

The Blue Room is elliptical in shape and is considered to be rarely beautiful in its proportions. The wall covering above the white-enameled wainscoting is of heavy corded blue silk. Curtains are of the same material. The mantel is of white marble, and the floor is of oak. In this room the President receives foreign diplomats coming to present their credentials, and also the guests at State dinners and receptions.

The Red Room has a white-enameled wainscoting, wall covering and hangings of dark-red silk damask, and an oak floor. The white marble mantel is a duplicate of that in the Green Room, and the Aubusson rug is similar to that in the Green Room, except in color. In this room the President's wife receives guests by appointment.

The State Dining Room is used for all large dinners and luncheons, and can seat comfortably 100 guests. The walls from floor to ceiling are of paneled and carved oak, and the window curtains are of green velvet. The ceiling, in stucco, is elaborately decorated. The chimney piece is of stone, and the chandelier and wall branches are silver.

And, finally, the *Private Dining Room*. This room has a vaulted ceiling, white-enameled wainscoting, and walls paneled in plaster. The mantel is of marble, with a mirror over it copied from one belonging to the White House period. The butler's pantry is just west of the Private Dining Room, and opens also to the State Dining Room. It is connected with the kitchen on the ground floor by a dumbwaiter, and by a small staircase.

Opera Nazionale Dopolavoro

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7. Discounts for admission to the mountain shelters owned by the Alpine Society of the Tridentino.

8. Discounts in hotels.

9. Free and partially free insurance against accidents during and in connection with events.

The ambitious artistic education program includes entertainments through the theater, cinema, music, and radio. Prose drama is provided by the Philodramatic Society, a federation of provincial dramatic societies incorporated into Dopolavoro in 1926. Its most original and perhaps most important element is the Chariot of Thespis, a complete theater mounted on motor trucks which tours the Provinces and carries drama into the remotest districts. There are also de-

bating societies, authors' clubs, and dramatic clubs, and competitions are promoted with a view to discovering new talent. New plays to the number of 175 from 85 young authors were brought to light in 1932. Permanent reading committees pass on the works of new authors in each dramatic society unit and each provincial organization has a dramatic library of 44 volumes. Equal attention is paid to music, and a lyrical Chariot of Thespis is no less popular than the dramatic one.

In its own words, Dopolavoro aims with the cinema "to facilitate education by means of illustration, to demonstrate the newest scientific achievements, to popularize the latest technical and scientific novelties of social existence, with the view to promoting the individual and collective good, to instruct and uplift men, instilling in them an appreciation of the good, the beautiful, and the true."

The instruction section is busied mainly with practical education through libraries generously supplied in all the Provinces, courses of instruction for illiterates and semi-illiterates, reading rooms varying from very modest to elaborately equipped, courses of instruction and perfection for workers in their respective trades, and festivals and celebrations based on Italian folklore.

The social assistance section gives complete courses in hygiene; manages the baths of Viterbo, a thermal establishment that is modern and complete in every detail; has at its disposal the Alpine resort of Monte Bondone which can care for 30,000 persons at a time; exhibits model homes suitable for workmen or modest employes; encourages the use of kitchen gardens in urban areas; and insures members against accidents incurred in connection with Dopolavoro activities. An Ambulant Chair of Agriculture tours rural districts and disseminates knowledge on everything from silkworm culture to the raising of rabbits.

In conclusion, attention should be called to the value of Dopolavoro as an agency for propaganda, in which field it has unequalled facilities. This potentiality was recognized in the beginning by the Fascist government and full use has been made of it. In all parts of the Kingdom, mainland or islands, the working people are subjected to Dopolavoro influences by means of ambulant entertainments, films, radio, or printed matter. Its influence is perhaps more important than that of the military and semimilitary organizations in that it makes its appeal directly to the producing element of the population. An increasingly healthy and sports-loving people give tangible evidence of the fruitfulness of its policies.

Education Bills

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(Introduced Jan. 3, 1935, by Mr. Hoeppel, of California, and referred to Committee on Education.)

H. R. 3477—Confirms and approves incorporation of Trinity College of Washington, D. C., and amends articles of incorporation. (Introduced Jan. 9, 1935, by Mr. Randolph, of West Virginia, and referred to Committee on the District of Columbia.)

Federal institutions

H. R. 2858—Provides for the establishment in the District of Columbia of a school for the training of policemen and policewomen and appropriates the sum of \$100,000 for the conducting of the school. (Introduced Jan. 3, 1935, by Mr. Romjue, of Missouri, and referred to Committee on the District of Columbia.)

H. R. 3807—Provides that any extension or expansion of the United States Military Academy shall be made and located on the Government property known as Camp McCoy, in Wisconsin, and prohibits any further expenditures for permanent improvements at the United States Military Academy at West Point, N. Y. (Introduced Jan. 11, 1935, by Mr. Withrow, of Wisconsin, and referred to Committee on Military Affairs.)

H. R. 4543—Provides for the establishment of the National Conservatory of Music and appropriates \$10,000 for use of the board of regents; authorizes the regents to accept donations and when \$2,000,000 or more shall have been donated for the purpose of maintaining the conservatory, Congress shall designate a plot of ground for a building. (Introduced Jan. 23, 1935, by Mr. Gavagan, of New York, and referred to Committee on Education.)

H. R. 5359—Provides for the establishment of the National Civil Academy to prepare students for administrative positions in the public service to be governed by a board of trustees of three members under the general supervision of the Secretary of Commerce; the trustees are to be appointed by the President for 3-year terms; admissions to the academy shall be fairly distributed among the States, Territories, and District of Columbia, and the total enrollment shall not be limited to less than 400 students; authorizes the appropriation from time to time of such amounts as may be necessary, but limits to \$200,000 the amount that may be expended for a site for academy buildings. (Introduced Feb. 5, 1935, by Mr. Ford, of California, and referred to Committee on Education.)

Office of Education

H. R. 4015—Authorizes the establishment by the Office of Education of a filing and indexing service for useful Government publications and authorizes an annual appropriation for said service. (Introduced Jan. 16, 1935, by Mr. Secrest, of Ohio, and referred to Committee on the Library. Same as S. 1116.)

H. Res. 1—Requests the Commissioner of Education to make a study of the desirability of including in the curricula of the public schools vocational courses in aviation and related subjects, formulate a plan for such courses, make the results of such study and plans available for use of the schools and people throughout the United States. (Introduced Jan. 3, 1935, by Mr. Kenney, of New Jersey, and referred to Committee on Education.)

S. 1116—Authorizes establishment of a filing and indexing service for useful Government publications. (Introduced Jan. 16, 1935, by Mr. Shipstead, of Minnesota, and referred to Committee on the Library. Same as H. R. 4015.)

H. R. 4688—Authorizes the Office of Education to (1) make surveys of concession stand opportunities for blind persons in Federal and other buildings in the United States; (2) make surveys throughout the United States of industries with a view to obtaining information that will assist blind persons to obtain employment; (3) make available to the public, and especially to persons and organizations engaged in work for the blind, all information obtained as a result of such surveys; (4) issue licenses to blind persons, who are citizens of the United States and 21 years of age or over, for the operation of vending stands in Federal buildings for the vending of newspapers, periodicals, candies, tobacco products, and such other articles as may be approved for each building by the custodian thereof and by the Commissioner; and (5) take such other steps as may be necessary and proper to carry out the provisions of this act. Authorizes the appropriation of funds necessary. (Introduced Jan. 24, 1935, by Mr. Randolph, of West Virginia, and referred to Committee on Labor.)

District of Columbia

S. 400—Provides that step-children as well as children of officers and men of the United States Army, Navy, and Marine Corps as well as those of other employees of the United States stationed outside the District of Columbia shall be admitted to the public schools of the District without payment of tuition. (Introduced Jan. 7, 1935, by Mr. King, of Utah; passed Sen-

ate, Jan. 10, 1935; referred to House Committee on District of Columbia, Jan. 11, 1935.)

S. 924—Provides for the election by popular vote of the members of the Board of Education of the District of Columbia. (Introduced Jan. 14, 1935, by Mr. Capper, of Kansas, and referred to Committee on the District of Columbia.)

S. 1023 and S. 1660—Permits a retired officer of the United States Army, acting as professor of military science and tactics at the public high schools of Washington to receive salary in addition to retired pay. (Introduced Jan. 15, 1935, and Feb. 6, 1935, by Mr. Pittman, of Nevada, and referred to Committee on the District of Columbia.)

Miscellaneous

S. 463—Authorizes Secretary of Agriculture to permit occupancy and use of national-forest lands for purposes of residence, recreation, education, industry, and commerce for periods of not more than 30 years and for areas of not more than 80 acres. (Introduced Jan. 7, 1935, by Mr. McNary, of Oregon, and referred to Committee on Agriculture and Forestry.)

[Continued on page 167]

★ Electrifying Education

UNDER the able leadership of Dr. George F. Zook, former United States Commissioner of Education, the American Council on Education (744 Jackson Place, Washington, D. C.) is considering plans for the establishment of an American film institute to encourage the use of the full value of the motion picture in education. A preliminary conference of a select group of nationally known educators was held at the offices of the council on December 4 and 5, 1934. At that time the following proposed objectives were set up:

1. To develop a national appreciation of the potential contribution of the motion picture to the cultural life of America.

2. To collect and distribute significant information concerning motion pictures in education at home and abroad.

3. To stimulate the production and use of motion pictures for educational purposes.

4. To promote the cooperation of all agencies interested in the production and use of motion pictures in education.

5. To initiate and promote research pertaining to motion pictures and allied visual and auditory aids in education.

Following the conference, representatives of more than 50 national educational and civic agencies were interviewed regarding the desirability of establishing a national film institute and to secure their

suggestions as to the nature of the work that a film institute might undertake. The results of these interviews have been very encouraging, and a second conference was held February 28 and March 1 to consider additional data which had been collected and practical means to go forward with the plan for establishing the institute.

Part of a \$7,500 grant by the Carnegie Corporation, New York, for a survey of adult education in the Los Angeles area will be made available for research in radio education, with Prof. T. M. Adams, of Occidental College, Los Angeles, as the committee member in charge. Clarence Martin, in charge of publicity for adult education of the State department of education, will assist. The survey is to be completed in about 3 months.—From the Feb. 1 issue of Broadcasting.

Radio station WHAT of Philadelphia is conducting a 15-minute daily school of the air covering subjects in history, geography, civics, and musical appreciation. The Evening Ledger carries announcements and articles appropriately supplementing the broadcasts.

In cooperation with Casanova Institute, radio station WNEL of San Juan, P. R., is broadcasting a special course to teach English to Puerto Ricans.

The University of Nebraska is broadcasting modern language courses in German, French, and Spanish over radio station KFAB at Lincoln.

Splendid reports are being received on the work of the Rochester School of the Air which is being broadcast daily over radio station WHAM, Rochester, N. Y.

The University of Oklahoma broadcasts over station WNAD the following series of programs for school reception:

- (1) Analyses of junior college and high-school debate questions.
- (2) A course in English literature.

Radio station WMAS, Springfield, Mass., broadcasts a 15-minute weekly talk on "Your Schools and You" by school principals and local educational leaders.

CLINE M. KOON

Indian Education



Bureau of Indian Affairs

Navajo community center

SCHOLARSHIP LOANS.—Congress has made available to the Indian Service a sum of money to be used as loans to outstanding Indian youths who desire education not available in Indian schools, particularly in secondary schools, trade and vocational schools, teacher-training institutions, colleges, universities, and professional schools. Approximately 200 students are in such institutions during the present school year.

In anticipation of increased appropriations for this purpose during the coming years, there has been set up in each of the one-hundred-and-odd Indian jurisdictions a special local committee known as the "Scholarship loan and employment committee." Two members of this committee are appointed by the superintendent of the jurisdiction, one, at least, from the educational staff, and the other, from another division, one who knows best the individual Indians. An Indian elected by the tribal council is the third member.

Recommendations from these local committees will be acted upon by the Washington office, students being distributed geographically and otherwise so that the maximum benefits will be received and the privilege be as widespread as possible. Preference will be given to Indians training specifically for the Indian Service.

Navajo education.—The first of the new Navajo community centers has been opened at Burnhams, in the old northern Navajo jurisdiction in New Mexico. The plant, built from a Public Works allotment, is one of 47 under construction in the Navajo Nation. This plant is a standard two-room school building, built entirely by Indian labor and under an Indian foreman. Built from stone quarried from a nearby ledge, with lumber cut on the reservation and manufactured in

an Indian sawmill, it is staffed by a community worker, 2 community teachers, and 2 Indian assistants. Its work will be much broader than that of the old type of school where children attended to learn "the three R's." Adults will participate in the activities of this community center side by side with the children.

The second school of this type, located at Bichabito, 20 miles west of Shiprock, N. Mex., is practically completed and will be opened before the close of February. From 10 to 15 others will open during March.

Meeting.—Superintendents, principals, and teaching staffs of 12 Indian boarding schools in Oklahoma, as well as other Indian Office representatives attended the 1-day convention which was held of the teachers in Oklahoma and Kansas in connection with the annual meeting of the Oklahoma Education Association, at Tulsa, February 7-9.

Presided over by Dr. George C. Wells, the Oklahoma State Supervisor of Indian Schools, the meeting was addressed by A. C. Monahan, Acting Director of Education of the Indian Service; Elinor D. Gregg, of the Indian Health Service; John Montgomery, of the Extension Service; Cleora Helbing, Supervisor of Home Economics; and James Arentson, supervisor of trade and vocational education.

Macy's Indian department.—An unusual collection of fine jewelry from the Santa Fe Indian School has been added to the display of Indian products on sale in the rug department of R. H. Macy & Co., New York. Arranged in the manner of an Indian trading post with rugs, pottery, baskets, and silverware, the exhibit attracted such wide attention that Macy's has made the Indian department a permanent institution.

The Colleges

COLLEGE REPORTS.—It has long been known that colleges use various methods of reporting statistics of finances and students. When reports from different colleges are consolidated and compared, such individual methods often appear as inaccuracies. The chief difficulty with educational statistics has been that there was no "standard" method of reporting until recently when the National Committee on Standard Reports for Institutions of Higher Education was organized in 1930 to formulate principles and develop forms to be followed in the preparation of financial and statistical reports of universities and colleges. This Committee has now completed its work and dissolved. Its final report was published and distributed by the University of Chicago Press in February 1935.

The several Committee progress reports dealing with phases of financial reporting have been revised and enlarged for the final volume, which covers such topics as functions and unique characteristics of accounting systems for educational institutions; basic principles and terminology underlying institutional accounting and reporting; the annual reports of colleges and universities, e. g., the balance sheet, statements of income and expenditures, and statements of fund transactions; periodical reports for internal administration; and account classification.

The Committee has attempted to achieve general uniformity not only in the financial reports of educational institutions, but also in reports required of them by Federal, State, and other governments and by accrediting, statistical, and controlling bodies.

Favorable support of the Committee's work is evidenced by the wide adoption or adaptation of its principles and recommendations by some 200 colleges, by various denominational bodies controlling colleges, by the United States Office of Education, and by two State systems of public instruction which now require all their institutions of higher education to follow the forms and principles of reporting outlined by the Committee.

The College Directory for 1935.—College faculty members will be interested in the new college directory recently issued detailing the 1,662 colleges and universities throughout the United States. Names of

presidents and deans are reported together with other information including the accrediting and control of institutions. This publication may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 5 cents. Ask for Educational Directory, 1935, Bulletin 1935, no. 1, part III.

The Ph. B. Degree.—The bachelor of philosophy degree is gradually disappearing from the list of awards offered by colleges and universities. Brown University is among the most recent to discontinue granting the Ph. B. degree and will award instead the regular A. B. degree. The two programs are construed as offering equal and parallel opportunities for a liberal education and will be given identical recognition. Three institutions still offer the Ph. B. degree—University of Wisconsin, University of Vermont, and Muhlenburg College (Pennsylvania).

Oregon System of Higher Education.—Two years of completely centralized operation of the system of State supported higher education has produced practical results never attained under separate administration of institutions, and evidence points clearly to increasing effectiveness under conditions of more complete organization and more adequate financial support, according to the State board of higher education in its biennial report to the Governor.

Allegheny College (Pennsylvania).—Third- and fourth-year students in good standing, and freshmen and sophomores with "A" averages, may use their own judgment in the matter of class attendance according to recent faculty action. The new plan is the first experiment which the Methodist College has made with an unlimited cut system in its 120 years of academic history.

WALTER J. GREENLEAF

Education Bills

[Continued from page 165]

H. R. 88—Authorizes the Secretary of the Treasury to transfer to the sea scout department of the Boy Scouts of America, for sea-scout training, vessels forfeited to the United States for violation of the customs laws, etc. (Introduced Jan 3, 1935,

by Mr. Mead, of New York, and referred to Committee on the Judiciary.)

H. R. 129—Provides for the creation of a Negro Industrial Commission of five members whose duties shall be to study the economic conditions of the Negro; to study labor problems in which the Negro is interested; to stimulate and encourage thrift and industry among the Negroes; to promote the general welfare of the Negro in industrial pursuits; to give aid and to encourage the general uplift of the Negro; etc. (Introduced Jan. 3, 1935, by Mr. Celler, of New York, and referred to Committee on the Judiciary.)

H. J. Res. 3—Declares it to be the sense of Congress that each teacher, officer, and employee of every public school or other public educational institution in the United States should be required to take an oath to support the Constitution of the United States and faithfully to discharge the duties of his or her office. (Introduced Jan. 3, 1935, by Mr. Kenney, of New Jersey, and referred to Committee on Education.)

S. 1180—Increases number of beneficiaries from States and Territories for admission to the collegiate department of the Columbia Institution for the Deaf from 125 to 145. (Introduced Jan. 18, 1935, by Mr. Walsh, of Massachusetts, and referred to Committee on Education and Labor.)

H. R. 4675—Same as S. 1180. (Introduced Jan. 24, 1935, by Mr. Palmisano, of Maryland, and referred to Committee on Education.)

S. Res. 67—Directs Secretary of Labor to (1) Furnish the Senate the number of young men and women between the ages of 18 and 30 who have emerged from educational institutions and are now without permanent employment; (2) inform the Senate as to the feasibility of creating a special division of the Department of Labor, or a special bureau in the Public Works Administration for the purpose of ascertaining administrative and professional employment available to such young people; (3) advise the Senate as to the feasibility of the Secretary of Labor, through such division or bureau, to receive applications from such unemployed young men or women and assigning them to available positions. Directs the Civil Service Commission to submit to the Senate the means that would be best adapted by legislation or otherwise to promote the classification of members of this group in the civil service. (Introduced Jan. 30, 1935, by Mr. Wagner, of New York; amended and passed by Senate Feb. 4, 1935.)

New Government Aids For Teachers

Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance [check or money order] at time of ordering.

RECREATIONAL Opportunities Available to Washington. 57 p., illus. (National Park Service.) Free.

Swimming, boating, riding, golf, tennis, and numerous other recreational activities are available in the public parks of the National Capital. In addition to the parks in Washington, the National Park Service also has jurisdiction over a number of historical areas and monuments, such as the Statue of Liberty, Gettysburg, Antietam, and Kill Devil Hill National Monument. (See illustration.) Brief descriptions are given of those areas which fall within a radius of 200 miles of Washington. (Health education; History; Geography.)

Congressional Directory. Official Congressional Directory for the Use of the United States Congress, Seventy-fourth Congress, 1st session, beginning January 3, 1935. 737 p., illus. Cloth, \$1.

Valuable reference book for high-school and college libraries, containing biographical sketches of the Vice President, Senators and Representatives from each State, their terms of service, etc. A directory of the standing committees of the Senate and the House of Representatives, official duties of each of the Government departments, bureaus, and independent offices and commissions; foreign diplomatic and consular offices in the United States and in the foreign service of the United States. Contains much additional useful information. (Library science; Civics.)

Address of the President of the United States delivered before a joint session of the two Houses of Congress, January 4, 1935, (74th Cong. 1st sess., House Document No. 1.) Free. (Order from the White House.)

Report to the President of the Committee on Economic Security. 53 p. 10 cents.

Plan for employment assurance, unemployment insurance, old-age security, security for children, etc. Sketches the need for additional safeguards against "the major hazards and vicissitudes of life." Presents recommendations for making a beginning in the development of safeguards against these hazards. (Sociology; Civics.)

Bibliography on Land Settlement with Particular Reference to Small Holdings and Subsistence Homesteads. 492 p. (Department of Agriculture, Miscellaneous Publication No. 172.) 50 cents.

References to agricultural land settlement in United States and in foreign countries which are likely to be useful to those interested in the literature of subsistence homesteads, small holdings, and land settlement as relief for unemployment. (Library science; Social welfare.)



Signal Corps U. S. Army.

Wright Memorial at Kitty Hawk, North Carolina.

Homestead Houses. 72 p., illus., roto-printed. (Federal Subsistence Homesteads Corporation.) Free.

A collection of plans and perspectives of houses designed by the Architectural Unit of the Construction Section of the Division of Subsistence Homesteads and by private architects associated with the Division, together with general information on subsistence gardening or part-time farming. (Manual training; Home economics; Civics.)

Cotton Production and Distribution, Season of 1933-34. 36 p. (Bureau of the Census, Bulletin 171.) 5 cents.

Mostly tabular material on the supply and distribution of cotton and lint in the United States, cotton production in the United States, consumption and stocks of cotton, imports and exports of cotton, world's production and consumption of cotton, and cottonseed and cottonseed products. (Economics; Geography.)

Standards of Placement Agencies for Household Employees. 68 p., charts. (Women's Bureau, Publication No. 112.) 20 cents.

Message of the President Recommending Legislation on Economic Security. 44 p. (74th Cong., 1st sess., House Document No. 81.) 10 cents.

Periodicals

Rural Rehabilitation.—A new mimeographed periodical, to be published every 60 days by the Division of Rural Rehabilitation and Stranded Populations of the F. E. R. A. Volume I, No. 1, contains a photographic story of construction at Red House, one of the first rural-industrial communities, and reports late developments in rural rehabilitation from a national point of view.

It will be distributed free to those connected with the rural rehabilitation program, including State and county relief administrators and also county agents, home demonstration agents, and other representatives of the extension service and vocational agriculture.

Concerning Workers' Education.—A multi-graphed periodical issued by the Division of Emergency Educational Projects of the F. E. R. A. and will include current news items of workers' classes throughout the country; articles on resident schools here and abroad; announcements of new materials for teachers; and especially contributed articles by individuals taking an active part in some phase of workers' education.

Available free to State school officers, relief administrators, teachers, workers' education organizations, and librarians.

Consumers' Guide.—This periodical, issued by the Consumers' Counsel of the Agricultural Adjustment Administration in cooperation with the Bureau of Agricultural Economics, Bureau of Home Economics, and Bureau of Labor Statistics, now appears in printed form. (Free.) It aims to aid consumers in making wise and economical purchases by reporting changes in prices and costs of food and farm commodities. It relates these changes to developments in the agricultural and general programs of national recovery. It reports on cooperative efforts which are being made by individuals and groups of consumers to obtain the greatest possible value for their expenditures.

Maps

The following maps are available at 40 cents each from the *Coast and Geodetic Survey*. Scale: 1:500,000 (8 miles to the inch). Size about 20 by 42 inches. In lots of 20 or more in one shipment to one address, 25 cents per copy.

Sectional Airway Maps.—Austin; Detroit-Toronto; Prescott; San Antonio; Seattle; Washington, D. C.

MARGARET F. RYAN.

The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries

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1935

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Principal city school officers, and superintendents of Catholic parochial schools in archdioceses and dioceses.

Part III.—Colleges and Universities Including all Institutions of Higher Education:

Number of institutions of higher education in the United States, by State, and classification: Colleges and universities, professional schools, teachers colleges, normal schools, junior colleges, Negro colleges; control of higher education: State, district, city, private, denominational; types of institutions: For men, for women, coeducational; names of institutions, location, accrediting, control, student body, president's name, professional departments, names of deans or directors in charge and professional accrediting.

Part IV.—Educational Associations and Directories:

American associations (educational, civic, and learned), educational foundations, Jewish educational organizations, church educational boards, international educational association and foundations, National Congress of Parents and Teachers, executive officers of State library commissions, State library associations, and other educational directories.

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WASHINGTON, D. C.

SCHOOL LIFE



April 1935

Vol. 20 • No. 8

LIBRARY

NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.

MAY 2 1935



IN THIS ISSUE



Washington Monument • Atlantic City Beach Marks • School Building Needs
Government's Interest in Youth • Uncle Sam's Libraries • On Freedom For
Teachers • Tercentenary Celebration Aids • Education Bills Before Congress

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.



THE WHITE HOUSE

WASHINGTON

February 20, 1935.

My dear Doctor Oberholtzer:

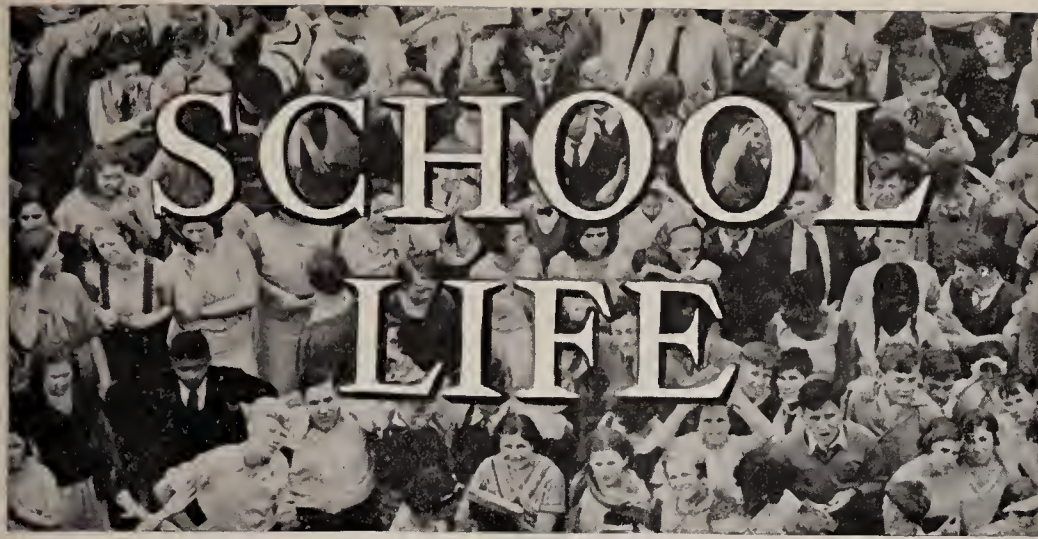
It is with deep regret that I find it impossible to be with you in person. At least I can take this opportunity to extend cordial greetings to you who work in education—you who constitute one-third of all of us who are engaged in public service.

I am glad that the central theme of your convention is "Social Change and Education." Education must light the path for social change. The social and economic problems confronting us are growing in complexity. The more complex and difficult these problems become, the more essential it is to provide broad and complete education; that kind of education that will equip us as a Nation to decide these problems for the best interest of all concerned.

Our ultimate security, to a large extent, is based upon the individual's character, information, skill and attitude, and the responsibility rests squarely upon those who direct education in America. It is your duty, no less than mine, to look beyond the narrow confines of the schoolroom; to see that education provides understanding, strength, and security for those institutions we have treasured since we first established ourselves as a Nation and shall continue everlastingly to cherish.

Very sincerely yours,

Doctor E. E. Oberholtzer,
President, Department of Superintendence,
National Education Association,
Convention Hall,
Atlantic City, New Jersey.



For April 1935



Vol. 20

No. 8

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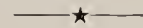
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The cover design for this issue of SCHOOL LIFE is a prize drawing titled "Dramatics in the School", drawn by Paul Riba, Cleveland School of Art. See page 176 for honorable mention drawings.

Since Last We Met

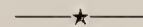
Did you see the newsreel pictures of the 6-foot birthday cake for the 300th anniversary of the American high schools? This cake, a masterpiece of icing art, with 300 candles, was a feature of the Federal Office of Education booth at the Atlantic City Department of Superintendence meeting. An Atlantic City high-school girl dressed in colonial costume cut the cake. Commissioner of Education John W. Studebaker, Superintendent E. E. Oberholtzer, of Houston, Tex., and Secretary Willard E. Givens of the N. E. A., received the first slices.



What does the \$4,800,000,000 relief bill recently enacted have for education? No one knows, but the tentative list of uses of the fund gives some intimations: Projects for professional and clerical persons; rural rehabilitation; Civilian Conservation Corps; public projects of States or political subdivisions.



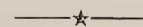
Much quiet work on the youth problem has been going on in the Federal Office of Education. The first public statement on how the Office expects to serve youth appears in Commissioner Studebaker's declaration in this issue of SCHOOL LIFE.



The passing of Justice Holmes serves to recall his cameo perfect paragraphs. You will find what he said about education in the March 1932 issue of SCHOOL LIFE. To teachers he said: "If you convince a man that another way of looking at things is more profound, another form of pleasure more subtle than that to which he has been accustomed—if you make him really see it—the very nature of man is such that he will desire the profounder thought and the subtler joy."



If ideas stir you, read "Justice Oliver Wendell Holmes," a biography by Silas Bent.



What does the Federal Office of Education do? To that question we have an up-to-date answer in a new handbook of Duties, History, Work, and Recent Publications of the Office of Education. Copies are free on request.



Salutations to new publications: "Building America", published by the

[Continued on page 191]

Washington Monument

THE Washington National Monument, completed in December 1884, 36 years after its cornerstone was laid, stands today as one of the world's outstanding accomplishments in masonry, a fitting tribute to our country's first President, George Washington.

Shortly after the death of Washington in December 1799, Congress passed a resolution which provided for the erection of a marble monument in his honor, in the city of Washington. The years passed, but the monument to Washington was not erected. In 1816, and in 1819 the matter was brought up again, and still no definite action was taken.

Finally, a body of citizens of the Nation's Capital, determined to undertake erection of a Washington Monument. In 1833 they formed a Washington National Monument Society. The group took steps to inaugurate a national campaign to secure contributions.

In January 1848 Congress authorized the society to erect a monument and designated the President of the United States and the board of managers of the society to select a suitable site. They selected the mound upon which the Monument stands south of the White House, about midway between the Executive Mansion and the Potomac River.

On the 4th of July, 1848, the cornerstone of the Monument was laid. But work progressed slowly until 1854, when construction work ceased as the obelisk shaft reached the height of 150 feet. For 20 years building of the Monument halted, and to this day one can see where that first section of masonry ended and the next began.

The question of continuing erection of the structure came up again in May 1874. At that time Lt. W. L. Marshall, Corps of Engineers, submitted a report recommending that the finished Monument's height be reduced from 600 feet to 500 feet because the foundation was not of sufficient strength to carry the weight.

President Grant, on August 2, 1876, approved an act which provided that the Government should take over and complete the erection of the monument to George Washington. Four years later work was actually resumed, and the Monument's capstone was set on December 6,

★ THE NATIONAL Park Service Gives History of and Information About Washington's and the Nation's Marble Tower—Memorial to George Washington

The itinerary of every high-school class visiting Washington is sure to include a view of the White House, a ride skyward in the Washington Monument, and at least a few minutes' pause before the statue of the Great Emancipator in the Lincoln Memorial. This article is the second in a series on Government buildings and monuments in the Nation's Capital. March SCHOOL LIFE told about the White House. The May issue will give facts about the State, War, and Navy Building.

EDITOR.

1884. The capstone is crowned by a small right pyramid of pure aluminum weighing 100 ounces. This, up to 1884, was the largest piece of aluminum that had been cast for any purpose.

The Washington National Monument was dedicated on February 21, 1885, and was opened to the public on October 9, 1888. The total cost was \$1,300,000. Of this amount the society raised by free-will offering the sum of \$300,000.

The original foundation of the Washington Monument contained 6,400 square feet of bearing surface, on which the first 150-foot section of the shaft was constructed. Before the stone pillar's completion was undertaken by the Government in 1880, however, United States engineers decided a much stronger foundation would be necessary, which when completed increased the bearing surface to 16,000 square feet.

At the present time the Washington Monument proper is 55 feet 1½ inches wide



The monument illuminated at night.

NATIONAL PARK SERVICE.

at the base, 34 feet 5½ inches wide at the top of the shaft, 555 feet 5½ inches high, 500 feet 5½ inches from the ground to the observation landing, and the taper of walls 0.247 of an inch to 1 foot. The walls are 15 feet thick at the bottom of the Monument, and 18 inches thick at the top.

White marble was used on the face of shaft from top to bottom. Weight of material used in construction of the Monument, including the foundation, totaled 81,120 tons. There are eight windows at the observation landing. The inside of the shaft contains 187 memorial stones located between the 30-foot and the 400-foot landing.

The observation landing can be reached in two different ways, by stairway and by electrically-operated elevator. The stairway consists of 898 cast-steel steps and 50 landings made of sheet iron. The elevator can carry 35 people each trip to the observation landing. This elevator travels between top and bottom landing in one minute and fifteen seconds.

At nighttime the Monument is illuminated by four banks of powerful floodlights located at its base. Each bank contains two 1,500-watt and three 1,000-watt lights. There are also two powerful searchlights focused on the Monument at night, one located on the top of the nearby Navy Building, of 1,500-watt capacity illuminating the west side, and one 1,000-watt light located on top of the Auditors Building, illuminating the east side. One of the main purposes of the illumination



RALEIGH CHRISTIE

Lacy metal scaffolding enclosed the monument from bottom to top recently as workmen cleaned and repaired the lofty shaft at a cost of \$87,200.

at night is to prevent the Monument from being a hazard to aviation.

From the top of the Washington Monument one can see most of the city of Washington, the beautiful Potomac River for miles, Fort Myer, Arlington Cemetery, Lee Mansion, the Tomb of the Unknown

Soldier, and many other historical places. With the use of field glasses, a Monument observer can view on a clear day the Blue Ridge Mountains of Virginia, 70 miles away, and the Sugar Loaf Mountain in Maryland, at a distance of 40 miles.

Schools Report



"SOME Light on Facts Pertaining to Public Education in Delaware" is the title of an attractive bulletin published by the department of public instruction of that State. It includes topics on the curriculum, the schools and social problems, the schools and business, and school costs.

The Wisconsin Journal of Education for November 1934 contains an interesting study of postgraduates in the high schools of that State. It was found that 94 percent of the school administrators submitting data agree that high-school graduates should be encouraged to return to high school to continue secondary education at a higher level. It was also found that the curriculum opportunities available for post graduates are usually limited to the undergraduate curriculum, the students enrolling chiefly in those courses they did not elect during regular high-school attendance.

At a conference of California school superintendents held in October 1934, reports were made by committees appointed by the State superintendent of public instruction to consider the following problems: Local units of school administration; tenure of professional personnel; methods of support of public education; public education and the public; and reorganization of educational programs. The reports of the committees are published in State of California Department of Education Bulletin, no. 20, 1934.

The Citizens Save Our Schools Committee of Chicago, Ill., has proposed the following legislative program for the State of Illinois: The appointment of a State board of education with authority to select a commissioner of education; the centralization of administrative and supervisory control of the education system in



NATIONAL PARK SERVICE.

A view of the monument by day.

[Continued on page 191]

Atlantic City Beach Marks

WHEN in previous years 2 or 3 or more superintendents came together they talked about schools; now, judging by the Atlantic City meeting of the N. E. A., Department of Superintendence, they talk economics and sociology.

“Social Change and Education” was the theme. One had to consult his program to be sure he wasn’t in a joint meeting of the Department of Superintendence and the American Association of Economists.

In departing from the world of school affairs, the superintendents were encouraged by none other than President Franklin D. Roosevelt who wrote them: “It is your duty, no less than mine, to look beyond the narrow confines of the school-room.”

Stretched on the rack of depression for four long years, school officials have intensified their search for the forces that turn the screws so painfully.

Stuart Chase supplied the rainbow for the convention. “I hope,” he said at the conclusion of a speech filled with descriptions of economic dynamite lying about, “that I lose my job. I hope that we can solve these problems and that economists will be needed no more. I hope that in my lifetime we can turn from economics to the really important things of life.”

Newspaper editorials coming into the Office of Education reveal that the one shot fired in Atlantic City that was heard around the country was Commissioner Studebaker’s definition of academic freedom: “Academic freedom should be the freedom of the learners to learn, and not the freedom of the professor to profess.”

That statement came at the largest forum type meeting yet held at an N. E. A. meeting. Commissioner Studebaker presided over a panel of 14 other apostles of different viewpoints in the discussion of the Department of Superintendence year-book on “Social Change and Education.” The issue turned out to be that old hydra-

★ PARAGRAPHER’S *Report of the 65th Annual Convention of the N. E. A. Department of Superintendence* by William Dow Boutwell

head of so many educational conventions—to indoctrinate or not to.

The Trojan horse of the convention was the unlisted meeting sponsored by the Social Frontier magazine group on Sunday afternoon. Dr. Charles A. Beard’s interpretation of current history climaxing this meeting was memorable, to say the least. At this same meeting was announced the organization of a new and as yet unnamed organization closely allied to the Social Frontier management to work in the field of the relation of school and society.

“The United States maintains the most extensive school system in the world and yet makes less use of it in the selection of

public officials than do any of the other self-governing nations of the world,” declared President Lotus D. Coffman of the University of Minnesota, urging greater use of trained intelligence in government. “Brain trust positions should develop into career positions.”

Musicians and singers frequently give encores; speakers who give encores are as rare as candidates for the Caterpillar Club. Eligible for this elect company of two-time speakers is Heywood Broun, columnist. Addressing the closing meeting, he first tore up his speech and gave an extemporaneous exhortation. Continuous applause prompted President E. E. Oberholtzer to invite Columnist Broun to re-

[Continued on page 190]



Outstanding attraction at N. E. A. Convention exhibits—the Federal Office of Education’s American high-school birthday cake—with 300 candles. Miss Tercentenary, high-school student, cut the cake. Another student, dressed as an old schoolmaster, is shown holding a reproduction of the first Boston Latin School.

Education in the Virgin Islands

IT IS not generally known that the salary schedule of teachers in the Virgin Islands has been improved.

The salary schedule has been improved. Even in these depression years an improvement in the salaries of the elementary and high-school teachers is noted. Average elementary teacher's monthly salary, 1927, was \$38.92 and in 1934, \$41.77. Average high-school teacher's monthly salary, 1927, was \$109 and in 1934, \$120.

Standards for elementary teachers have been raised. The practice of allowing all persons who applied the privilege of sitting for the teachers' examination has been abolished. Only persons who are graduates of the senior high school (twelfth grade) are given this privilege in St. Thomas. In St. Croix last year the privilege was given to those who had finished the tenth grade; this year only those who have finished the eleventh grade will be allowed to take these examinations.

Nursery school training courses have been offered islanders and three nursery schools have been established. In the spring of 1934, three teachers, recommended by the Child Development Institute, recent graduates of the nursery-school training courses at Teacher College, Columbia University, were obtained to carry on demonstration nursery schools in three centers, to train islanders in nursery-school work and to instruct parents in child care.

Student teachers and parents viewed the demonstration work done by the training teachers. Both groups attended lectures on nursery-school routine and techniques of guiding little children. The student teachers also did practice teaching as part of their requirements.

In October 1934, three nursery schools were established with three full-time teachers, islanders, in attendance. Twenty children of working mothers were enrolled in each school. Besides providing care and guidance for the youngsters the teachers will carry on a parent education program.

Provisions have been increased for the development of manual arts and home economics in the elementary schools. The new buildings provided by the C. W. A. and P. W. A. funds have encouraged the purchase of suitable equipment for the pro-

★ CONCLUSION of an Interesting Review on the Virgin Island Schools by Governor Paul Pearson; Part I in March School Life

motion of the manual arts and home economics. Instructors formerly employed for part-time work are now devoting their entire time to the advancement of the children in these desirable fields.

Gardens have been developed at all rural schools. Native vegetables, okra, tannia, pigeon peas, and callaloo are grown, as are the more common northern vegetables—beans, beets, tomatoes, carrots, pumpkins, squash, and sweetpotatoes. Not only are the pupils trained in the preparation of the soil, the planting and the cultivation, but they gain some experience through the school lunch in their preparation. Some knowledge is also gained by the mature pupils of the relative dietary values.

There is a closer alliance between school and health agencies and improved health teaching is noted. Although the report calls attention to this neglected phase of the school program, the visit of Miss Sally Lucas Jean, child health counselor, served to accentuate the need for improvement.

The commissioner of health now acts as supervisor of health in the schools. Greater coordination between the work of the examiners, nurses, doctors, and dentists has resulted. A follow-up is now made by the nurses of pupils found in the annual examinations to be deficient or in need of physical correction.

Approved health textbooks have been introduced in the later grades of the elementary schools. The necessity of learning health habits by the doing is accepted by our teachers.

Intramural sports have been developed. The distance between schools has forced each school to develop the competitive spirit through class games. Volley ball, diamond ball, soccer, and baseball are the chief games played on the field. Swimming has its devotees, for the beaches are fairly close to the town schools, and instructors from among the members of the regular school staff have served to stimulate interest.

A senior high school was organized in St. Croix in 1933. This school is strictly academic, having as its aim, preparation for teaching or college. The student body is recruited from the graduates of the island's junior high schools. The pupils completing the work of the junior high school in the upper quarter of their classes are admitted without examination. Several elementary school teachers resigned from active teaching this fall and entered the high school. They brought with them a seriousness of purpose that has affected their younger class mates.

The standards of private and parochial schools have been raised. Twenty-five percent of the children of the islands are enrolled in private or parochial schools. They are under the supervision of the Commissioner of Education and although no subsidy is provided by either municipality, services of the dentists, nurses, and supervisors are provided free.

Nearly all members of the staffs of the parochial schools are now college trained persons. Achievement of the children of the upper grammar grades has been greatly improved the last 2 years. Modern textbooks are to be found in their schools.

Teachers of private schools are carefully examined as to their qualifications to teach the grade or grades requested.

Approximately 250 different subjects are offered in the high schools of the nation.

★ Travel Contests

DETAILED information about two travel contests sponsored by The Instructor magazine for teachers, is available from the travel editor, The Instructor, Dansville, N. Y. Cash prizes totaling \$1,000 are offered winners in these travel contests.

School Building Needs

IN DECEMBER 1934 the Office of Education sent out a questionnaire to State and city superintendents of schools asking for estimates of their school building needs. Returns from half the States and half the cities of 2,500 population and over showed that 12,793 school building projects were needed, at an estimated cost of \$625,999,022. Later, the Public Works Administration made a national inventory of Public Works projects, and by March 9, 1935, partial returns received from officials in States, counties, special school districts, townships, municipalities, villages, and private individuals and organizations, listed 28,262 building projects needed, at a total cost of \$1,229,797,827. These latter figures have not been broken down into urban and rural areas at the time of writing this article, and consequently we shall give the detailed data only for the returns received by the Office of Education from the school officials in 24 States and 1,026 cities of 2,500 population and over.

As the table on page 175 shows, 24 States reported that 9,828 school building projects, at an estimated cost of \$241,285,254, were needed in rural areas, and 2,965 building projects, at an estimated cost of \$384,713,768 were needed in 1,026 cities of 2,500 population and over in 45 States and the District of Columbia.

The schools of the country are in desperate need of these school buildings. From 1930 to 1933 school building construction dropped 73 percent. Lack of money since 1930 to make necessary repairs on school buildings, many of which were obsolescent before that date, has increased the dangers of postponing needed school building construction. During the year 1934 the Public Works Administration allotted \$124,153,303 for school buildings. Of this amount \$99,903,070 was for public school buildings, \$24,160,333 for colleges and universities, and \$89,900 for other educational institutions. Considering the fact that approximately only \$100,000,000 was spent on school-plant construction in 1933, it can be seen that without the P. W. A. grants and loans there would have been almost no school building construction in 1934. Yet the allotment of nearly \$125,000,000 has made only a beginning in catching up with the need.

★ *FEDERAL Office of Education Survey Reveals Need for Nearly 13,000 School Building Projects Throughout the United States, Reports Alice Barrows*

Not only are new buildings needed to replace obsolescent plants that are a menace to health and safety of children, but an extensive school building program is essential in order to make available the modern type of school building which is necessary to meet the needs of children in our changing civilization.

Recent social and economic changes have suddenly brought to the public schools the responsibility for providing a richer, more flexible education not only for children of compulsory school age but for youth between 14 and 18 years of age. Conditions arising out of the depression, coupled with the excellent provisions of the National Recovery Act prohibiting child labor, have thrown back upon the schools an army of 2,500,000 boys and girls between 14 and 18 years of age who formerly did not attend any school. Because of increasing technological unemployment, which will be inevitable even in prosperous times, it is obvious that this group will not be permitted to compete with adults for the decreasing number of jobs in industry. This means that their needs must be met in some other way. Efforts are being made at present to meet the situation through transient camps, C. C. C. camps, and volunteer youth organizations. Praiseworthy as such efforts are, they are not the final answer, because we are dealing with a permanent, not an emergency problem. It is the job of the public schools to solve this problem. This can be done only by a reorganization of the school curriculum on the basis of the needs of youth in our changing civilization.

Such reorganization would have to take into consideration the effect of technological advances upon the education of youth. For example, Walter N. Polakov points out in *The Power Age* that technological advances are not only lessening the number of jobs in industry, but changing the requirements for jobs in the power age from narrow, specialized

training to an understanding of the scientific and mechanical principles underlying many processes of machine work. If this is so, then more extensive and more varied courses in science and mechanics would be needed in order to enable youth to adapt to the rapid changes in technical processes. This would mean buildings with many types of science laboratories and shops. Again, it is evident that with the decrease in opportunities in industry there is likely to be an increase in the demand for workers in the service occupations. This involves a broadening of our conception of vocational training to take in the arts and the social sciences as an important means of earning a livelihood. This in turn means that school buildings must have various types of art studios, music rooms for instrumental and orchestral work as well as vocal work. Finally, the shortening of the hours of labor, which is inevitable in an economy of abundance, makes the training for leisure an essential part of the modern school. For this reason, auditoriums that can serve as the little theaters of the community, adequate gymnasiums and playground space and club rooms are an important part of the school building.

Comparatively few communities have buildings planned and equipped for this modern type of school. Yet such buildings are essential for the reorganization of the schools. In other words, an extensive school building program is important not only to eliminate obsolescent buildings but it would have far reaching consequences in helping to solve the problems of youth in a fundamental and constructive way.

Not only are the schools in need of a large school building program but the workers in the building trades are in need of jobs. In 1929 there were 2,444,610 workers employed in the building trades. In December 1934 only 619,058 were

employed in the building trades. There is no type of building project of a more socially desirable character requiring skilled workers which could put so many men to work as the construction of school buildings. It is estimated that a \$600,- 000,000 school building program would give employment to approximately 300,000 workers in the building trades.

Estimate of number and cost of school building projects needed for urban and rural areas, by States, as reported to the United States Office of Education, December 1934

State	Grand total		For urban areas										For rural areas		
	Total number projects	Total estimated cost	Total			Cities over 100,000		Cities of 30,000-100,000		Cities of 10,000-30,000		Cities of 2,500-10,000		Number building projects needed	Total estimated cost
			Number cities needing building projects	Number building projects needed	Total estimated cost	Number cities needing building projects	Estimated cost	Number cities needing building projects	Estimated cost	Number cities needing building projects	Estimated cost	Number cities needing building projects	Estimated cost		
Total.....	12,793	\$625,999,022	1,026	2,965	\$384,713,768	51	\$198,256,461	96	\$64,114,629	234	\$56,847,858	645	\$65,494,820	9,828	\$241,285,254
Alabama.....	77	5,666,412	18	77	5,666,412	1	5,000,000			2	76,000	15	590,412		
Arizona.....	11	210,700	4	11	210,700							4	210,700		(1)
Arkansas.....	50	788,500	20	50	788,500					2	131,900	18	656,600		
California.....	2,358	50,927,120	60	358	35,927,120	4	21,544,000	6	6,911,150	11	3,211,170	39	4,260,800	2,000	15,000,000
Colorado.....	547	7,313,200	12	22	2,546,200	1	1,194,700			2	608,000	9	743,500	² 525	4,767,000
Connecticut.....	92	9,378,500	13	32	5,128,500			4	2,933,500	5	1,600,000	4	595,000	60	4,250,000
Delaware.....	8	5,050,000	2	8	5,050,000	1	4,750,000					1	300,000		
District of Columbia.....	22	2,985,000	1	22	2,985,000	1	2,985,000								
Florida.....	758	18,548,874	19	253	10,126,265	2	8,452,200			2	394,000	15	1,280,065	505	8,422,609
Georgia.....	3,781	12,157,371	27	81	5,157,371	1	3,350,000	2	364,132	4	446,500	20	996,739	3,700	7,000,000
Idaho.....	121	2,076,000	13	21	1,676,000					2	560,000	11	1,116,000	100	400,000
Illinois.....	88	19,064,200	52	88	19,064,200	1	8,050,000	11	4,985,000	10	3,370,500	30	2,658,700		(1)
Indiana.....	72	17,451,320	39	72	9,451,320	4	5,032,000	5	1,962,500	10	1,228,000	20	1,228,820		8,000,000
Iowa.....	40	4,625,100	27	40	4,625,100			3	2,305,000	4	758,500	20	1,561,600		
Kansas.....	29	4,340,000	17	29	4,340,000	1	1,900,000	1	325,000	7	1,402,000	8	713,000		(1)
Kentucky.....	665	26,209,000	21	53	6,302,500	1	3,948,500	2	1,170,000	3	258,000	15	926,000	612	19,906,500
Louisiana.....	78	5,650,300	9	78	650,300					2	65,000	7	585,300		5,000,000
Maine.....	271	7,394,646	12	21	1,394,646			2	207,200	4	527,868	6	659,578	250	6,000,000
Maryland.....	78	2,799,400												78	³ 2,799,400
Massachusetts.....	168	31,726,729	57	119	28,926,729	5	11,285,000	9	5,629,529	19	7,163,700	24	4,848,500	49	2,800,000
Michigan.....	639	51,926,475	58	139	26,926,475	3	12,993,000	10	5,738,500	14	4,065,500	31	4,129,475	500	25,000,000
Minnesota.....	58	7,522,500	23	36	5,922,500	2	2,800,000			1	515,000	20	2,607,500	22	1,600,000
Mississippi.....	58	1,766,516	19	58	1,766,516			1	600,000	6	949,966	12	216,550		
Missouri.....	111	8,277,200	21	111	8,277,200	1	4,484,500	2	1,585,000	5	1,147,000	13	1,060,700		
Montana.....	155	2,728,000	3	5	328,000					1	233,000	2	95,000	150	2,400,000
Nebraska.....	19	2,395,500	11	19	2,395,500	1	260,000	1	1,310,000	3	342,500	6	483,000		
Nevada.....	1	75,000	1	1	75,000							1	75,000		(4)
New Hampshire.....	57	2,141,500	3	4	900,000					2	750,000	1	150,000	53	1,241,500
New Jersey.....	92	30,154,350	56	92	30,154,350	5	11,095,000	8	7,392,000	19	7,634,000	24	4,033,350		(5)
New Mexico.....	17	1,163,800	11	17	1,163,800					3	666,000	8	497,800		
New York.....	169	92,678,841	58	169	92,678,841	3	68,352,600	8	10,725,000	19	5,179,814	28	8,421,427		
North Carolina.....	57	2,145,500	27	57	2,145,500					5	591,000	22	1,554,500		
North Dakota.....	6	1,032,300	5	6	1,032,300					1	500,000	4	532,300		(4)
Ohio.....	203	24,140,210	67	162	19,454,465	5	10,096,365	4	1,980,000	16	3,007,300	42	4,370,800	41	4,685,745
Oklahoma.....	254	12,710,123	33	104	5,210,123	1	1,831,083			8	1,706,140	24	1,672,900	150	7,500,000
Oregon.....	193	6,230,000	8	18	1,480,000					2	382,000	6	1,098,000	175	4,750,000
Pennsylvania.....		80,000,000												³ 80,000,000	
Rhode Island.....	5	592,000	4	5	592,000					3	442,000	1	150,000		(6)
South Carolina.....	27	830,000	15	27	830,000			2	233,000	2	111,000	11	486,000		
South Dakota.....	1	62,000	1	1	62,000							1	62,000		
Tennessee.....	356	11,756,000	17	32	2,319,000	2	1,197,500			1	285,000	14	836,500	324	9,437,000
Texas.....	231	12,464,761	67	231	12,464,761	4	7,355,013	5	1,498,868	13	1,520,000	45	2,090,880		
Utah.....	20	1,522,500	7	20	1,522,500			1	1,000,000	1	44,000	5	478,500		
Vermont.....	7	830,800	5	7	830,800							5	830,800		(1)
Virginia.....	75	3,734,000	18	75	3,734,000	1	300,000	2	885,000	4	977,000	11	1,572,000		(1)
Washington.....	208	12,006,000	26	48	2,924,000			1	680,000	6	1,029,000	19	1,215,000	160	9,082,000
West Virginia.....	94	7,743,500												94	³ 7,743,500
Wisconsin.....	353	12,762,274	34	73	9,262,274			6	3,694,250	8	2,797,000	20	2,771,024	280	3,500,000
Wyoming.....	13	245,000	5	13	245,000					2	172,500	3	72,500		

¹ State Department did not reply on rural needs.

² Includes 192 projects for which no estimate is given.

³ Includes estimates for both rural and urban needs.

⁴ No estimate given, although there is a need.

⁵ Data indefinite.

⁶ State reported a building program practically complete.

SCHOOL LIFE

VOL. 20



NO. 8

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE
INTERIOR, OFFICE OF EDUCATION + + + +

Secretary of the Interior -	-	-	HAROLD L. ICKES
Commissioner of Education -	-	-	J. W. STUDEBAKER
Assistant Commissioner of Education -	-	-	BESS GOODYKOONTZ
Assistant Commissioner for Vocational Education -	-	-	J. C. WRIGHT
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SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, Education Index, and is recommended in the American Library Association's "Periodicals for the Small Library."

APRIL 1935

ORPHANS OF EDUCATION

MANY letters on many subjects reach the Federal Office of Education daily. One received recently, addressed to the National Board of Education, Washington, D. C., disclosed the sad plight educationally of a family in a north central State.

"I am writing to you in behalf of my neighbor who homesteaded here several years ago and now owns 520 acres. He has a family of 7 children, 4 of whom should be going to school. He lives in M. County and has no school district. There are 6 other families living in this section that I know of, but only 2 of them have children of school age. Altogether there are nine children of school age. Mr. S. K., (the neighbor) has tried for several years to get a school district organized, but all to no avail.

"A. N., one of the land owners who owns six sections seems to be the main one against organizing a school district. He has 3 children of school age. He is quite well-to-do and so he pays tuition in some other district, and sends them there. This is much cheaper for him than paying a school tax on his six sections.

Three of the landowners are bachelors, and don't care if there is a school or not. It will also mean more taxes for them if there is one.

"Mr. S. K. has for several years been paying \$40 a year tuition for four children to go to school in another district. They have between 9 and 10 miles a round trip over a terrible road with several gates to open. The children drive with horses in an open rig. They are poor people and the children never have very warm clothing. When the weather is cold or stormy, they cannot go, consequently it is hard for them to keep up with their classes.

"This year conditions are very bad here. Mr. S. K. is on relief. He has no money with which to pay tuition for his children, and the only feed he has is thistles. Horses cannot travel 10 miles a day on that sort of feed. His four children are not going to school. He tried to get an F. E. R. A. teacher and rent an empty house for a school, but it seems that couldn't be done either. The other man who has two children of school age is a renter. He is boarding his children out.

"One school house could be so situated that all nine children could go to it and not have an unreasonable distance.

Listen In

EVERY Wednesday Education in the News is presented by the Federal Office of Education in cooperation with the National Broadcasting Co. over the Blue Network, coast to coast. Eastern standard time 6 p. m.; central time 5 p. m.; mountain time 4 p. m.; Pacific time 3 p. m.

"Please let me know if something can be done so that a district can be organized and a school built for those four unfortunate children. They are entitled to an education as well as the other children in the United States.

"While Mr. S. K. was trying to get a school a few years ago, a lawyer at B— told him that if he were willing to pay \$300 attorney fees he would get him a school. Well Mr. S. K. hasn't \$300.

"So if it is possible, please try and get a school for these children. Will be glad to answer any inquiries.

"Very truly yours,

"Mrs. L. N."



★ THE cover design for this issue of SCHOOL LIFE is another prize drawing submitted to the Federal Office of Education in the SCHOOL LIFE cover-design contest. The design, "Dramatics in the School", was drawn by Paul Riba, Cleveland School of Art.

The composite picture above shows designs receiving honorable mention. The work of (1) Cyril Rose; (2) Marian Van Dyke; (3) Marion Campbell.

Competition in the Cleveland School of Art was carried on under the direction of Henry Hunt Clark, director, and Willard Combes, instructor in design.

Winning cover designs in past months have featured the Boston Latin School, Athletics in the School, and Apprentice Education. Future issues will carry other prize-winning designs on Art, Hobbies, Music, and Adult Education.

Government's Interest in Youth

LAST June, the United States Commissioner of Education had become convinced that the young people of this country deserved a better chance than they were getting. College enrollments were dropping off sharply while high schools were being crowded by unprecedented attendance. Thousands of students were returning to the high schools after graduation. The high schools were doing the best they could to meet the new demands but admitted they were poorly equipped for the task.

Meanwhile, students who had prepared themselves for their chosen vocations could not find jobs. Their skills, through disuse, were declining. Their knowledge, whether of stenography, automobile mechanics, or medicine, was being forgotten. In short, they were losing their employability. They were growing less fit for jobs as they became older.

Other youths, in an effort to escape prolonged, intolerable inactivity, took to the road or to forms of crime. Continued frustration of their hopes led some young people first to resentment and then to the advocacy of many un-American dogmas.

Knowing all these facts, the Commissioner of Education called together into conference about 75 of the persons who knew most about the youth problem. In this conference were included several youths themselves, one of whom was the President of the National Student Federation. This conference agreed that there should be in the Federal Government an agency which should give constant study to the needs of youth. It was agreed that no country could afford to spend two and a half billions of dollars per year on a school system and then see the good which the schools were intended to do nullified in large part by years of enforced idleness after school days had ended. National welfare as well as mere justice to the individual young people themselves demanded that something be done. The conference also agreed that this Government agency which was needed to study and to help to solve the many problems of youth should be a part of the United States Office of Education,

¹ Radio address over Station WJSV, Washington, D. C., and associated NBC stations 4 p. m., Feb. 20, 1935, at invitation of National Student Federation.

★ JOHN W. STUDEBAKER, *United States Commissioner of Education, Describes America's Youth Problem and What the Government is Doing to Solve It*¹

because it was recognized that in any adequate program for youth, the center should be that type of education and recreation designed to preserve morale, increase social insight, and enhance employability.

Youth service division

Following the recommendations of the conference, the National Student Federation took a prominent part in developing the proposal for establishing a Division of Youth Service in the United States Office of Education. Many endorsements of the proposal have resulted from the work of the Student Federation and its president. When I became Commissioner of Education last fall, I studied the proposal, recognized its soundness, and have recommended its adoption.

Just what is this proposed Division of Youth Service intended to do?

In the first place, it is intended to conduct studies which will yield a clear and comprehensive picture of the situation which youth confronts. The United States Census shows that more than 2¼ million young people leave the high schools each year. Of these, less than half have completed the high-school course. It is not known how many of these try for 1 month, 1 year, 2 years, or longer, before they get jobs. We do not know how many of these young people, while idle, drift backward rather than pull forward. The influences both good and bad, which act upon their lives are not known. In short, the situation in which unemployed out-of-school youths find themselves must be clearly set forth and dealt with in a constructive way. At heart this vast problem is one of discovery of need, guidance, appropriate education, both general and vocational, and in many instances finally employment.

The magnitude of the problem is not generally comprehended. Estimates of the number of unemployed during the

worst period of unemployment have varied from 10 to 14 millions. The number of young people who have reached 18 years, the age of employability, since the crash of October 1929 exceeds 11 millions. These young people, now between the ages of 18 and 23, number more than all the people in the 11 States west of the Mississippi Valley. The number entering each year at the bottom of the great army of idle, out-of-school employables is very great.

The second purpose of the Division of Youth Service is to work with the many States and communities throughout the country in devising a constructive, broad program adequate to meet the situation revealed. While I cannot at this time discuss the details of that program, some of its broad outlines may be mentioned.

Guidance center

First, each community needs a guidance and adjustment center managed by the schools. Education in its very essence is a problem of guidance and adjustment. The great purpose of education is to secure adjustment of the individual to life's ever-changing trends. Education has not met its responsibilities when it has merely imparted academically, and secured the more or less temporary ability to recall quantities of subject matter. It fulfills its true function only when it constantly adapts itself to changing social conditions and stands by the student until he is fully and most satisfactorily adjusted to the practical conditions of the contemporary life of which he is a part. In this adjustment center young people should be able to find counsel about the problems that perplex them. These problems may concern their vocational aptitudes, their educational ambitions, their personality difficulties, or the danger of being fired from their jobs. The guidance center would concern itself not only with the students

in school, but also with young people out of school. It is nonsense to assume that organized education should be concerned only with persons who sit at school desks several hours each day. It is equally faulty to assume that education's responsibilities are confined to the schoolhouse. In the old days of expanding frontiers and enlarging business activity, students made adjustments to life in spite of the shortcomings of education. Then the school felt satisfied with academic achievements. Now, organized education must squarely face the fact that it is a social institution set up for the purpose of inducting the never-ending masses of young and relatively immature members of our society safely into some worth-while occupation and socially useful niche in life. At all times, of course, the educational guidance and adjustment center would cooperate with the State and Federal employment services.

A second purpose of the Division of Youth Service would be to stimulate local communities to make the educational opportunities much more varied and flexible than at the present time, and to bring these opportunities within the reach of most young people. The period of education must be extended so that, as I have suggested above, it will more completely prepare young people for membership in the complex life of today. But in addition, it must be better adapted to each individual than at present.

Experiment stations

In the third place, the division will foster the building up of a more comprehensive program of recreation for young people. This will involve co-operating with all the agencies now providing recreational activities to the end that they may be strengthened. It will involve also encouraging communities to supplement these activities so as to bring clean, wholesome recreation within the reach of all.

Fourth and finally, the division as conceived would help a few communities to finance model adjustment centers and community programs for youth, as patterns for the Nation to follow. This whole youth problem in its acute form is of such recent origin in this country that many of the practical ways in which it may be solved need demonstration. In this part of the program the Office of Education proposes to adopt what has long been the policy of other Government agencies like the Department of Agriculture in its support of "experiment stations."

Let me say then in closing, that the Government is keenly aware of youth's

problems. We know that youth does not want us to solve these problems for them, but that youth properly expects us

to give some help. We appreciate youth's constructive attitude and bespeak their continued cooperation.

Tercentenary Celebration Aids

AT EVERY N. E. A. convention, school superintendents and teachers search for new facts and new materials to take back home. Very much in demand at the recent Atlantic City N. E. A. meeting was material on the Tercentenary of America's high schools. The best recommendation we can make is the Celebration Book published by Scholastic, the national high-school weekly. This special issue of Scholastic tells of celebration plans, reviews America's secondary school history in readable style, and describes modern high-school activities not only to help educators in arranging tercentenary programs and celebrations, but also to enlighten parents as to what high schools of today are actually accomplishing. Hundreds of historical and modern illustrations are included in the Celebration Book, profits from which will be used to further publicize work of the modern high school and promote tercentenary activity during the remainder of this year. Copies may be obtained from the Scholastic, 801 Chamber of Commerce Building, Pittsburgh, Pa., 50 cents each.

Other high-school tercentenary aids supplied by the Celebration Book and available from the Celebration Committee, 250 East Forty-third Street, New York City, unless other addresses are supplied, are:

Outlines for Commencement Programs, prepared by W. W. Haggard. 3 cents.

Brief by Henry Lee Ewbank of Official Tercentenary Debate on Federal Aid for Education. 10 cents.

Drawing by Ernest Watson of Boston Latin School, suitable for framing. 3 cents.

Official Pageant, published by Samuel French, 25 West Forty-fifth Street, New York. No royalty for amateurs. 35 cents.

Tercentenary Radio Play, dramatic moments in high-school history, by Gladys Schmitt. 10 cents.

Historical Map of secondary education. Free.

Bulletins no. 52 (May 1934) and no. 54 (January 1935) of the Department of Secondary School Principals, 5835 Kimbark Ave., Chicago, Ill. Bulletin no. 52 contains sections on purposes of the celebration, community programs, commencements, bibliography, publicity report, and enlisting service clubs in the high-school tercentenary; the bulletin is for sale by the Department at 30 cents a copy. Bulletin no. 54 contains the Department's directory and sells for \$1. One part of the bulletin deals with the tercentenary celebration: art competition, essay com-

petition, local school history competition, and assembly programs.

Packet on the tercentenary celebration issued by the National Education Association, 1201 Sixteenth St., Washington, D. C. The price of this packet is 50 cents. It contains, among other items, President Roosevelt's message on the tercentenary celebration, a number of reprints from articles appearing in the N. E. A. Journal, and suggestions for using the tercentenary material as background for journalism projects, pageants, commencement programs, and other activities.

"The Celebration Handbook" Issued by The Scholastic, 250 East 43rd St., New York City. The handbook contains numerous suggestions regarding auditorium programs, exhibits, contests, pageants, and the like. Free.

The January (1935) number of Secondary Education, quarterly publication of the Department of Secondary Education, room 1901, 130 West 42d St., New York City. Price, 25 cents. A forward as well as a historical view of secondary education is present in this "Tercentenary Number."

"Three Centuries of Secondary Education"—historical account of secondary schools from original sources by Carl A. Jessen, SCHOOL LIFE, January 1935. 10 cents. Superintendent of Documents, Government Printing Office, Washington, D. C.

"Secondary Education: Principles and Development", Good Reference Bibliography no. 17. Free. Office of Education, Washington, D. C.

"The Tercentenary Celebration Number, 1935", March 1935 issue of the Department of Secondary School Principals of the National Education Association. Price \$2, from Dept. of Secondary School Principals, 5835 Kimbark Avenue, Chicago, Ill. (Fifty percent discount to members).

"300th Anniversary of the Founding of the American High School", Federal Office of Education radio script broadcast on the weekly Education in the News program over Station WMAL and associated NBC national network stations January 30, 1935. Single copies free.

"Secondary Education" (Tercentenary Number), January 1935 Bulletin of the Department of Secondary Education, National Education Association, 1201 Sixteenth St. NW., Washington, D. C. Single copies 25 cents, 10 copies or more sent to one address, 10 cents each.

★ Bibliography

REFERENCES to all publications on nursery school education up to December 1934 are included in a bibliography published by the National Association for Nursery Education. The guide is available from the office of the Association secretary, 147 Ruggles Street, Boston, Mass.

Education Bills Before Congress

SINCE the last report on this subject (See *SCHOOL LIFE*, March 1935) 24 bills affecting education have been introduced in Congress. Of this number, 5 provide for Federal aid to elementary and secondary schools; 2 provide additional funds for agricultural and home economics extension work and for colleges of agriculture and mechanic arts. The education of children living on Federal Government reservations or projects has been a vexing problem for many years. As a solution to that problem, Senator Logan of Kentucky has introduced a bill (S. 2190) which authorizes an appropriation of \$3,000,000 per year for the education of such children.

None of the education bills introduced in the present Congress has been enacted into law. Congressional action on such bills during the past month has been as follows:

Grants

H. R. 5719. Appropriates \$100,000,000 for the fiscal year 1936 and authorizes an appropriation of \$100,000,000 for each fiscal year thereafter for the purpose of providing to the several States and Territories funds to enable them to provide more equitable educational opportunities, to be allotted on the basis of ability to support education and their educational needs taking into account financial ability, ratio of children to adults, sparsity of population, and other appropriate standards. Funds shall be used for public schools of less than college grade. (Introduced Feb. 14, 1935, by Mr. Lee, of Oklahoma and referred to Committee on the Judiciary; referred to Committee on Education.)

H. R. 5923. Authorizes the use of \$30,000,000 for the remainder of the fiscal year 1935 out of funds appropriated for the purposes of the Federal Emergency Relief Act to be disbursed on the basis of need to the several States and Territories for assistance in the maintenance of schools of less than college grade supported in whole or in part by public taxation. (Introduced Feb. 19, 1935 by Mr. Lee, of Oklahoma, and referred to Committee on Education.)

H. R. 6123. Authorizes an additional appropriation for cooperative extension work in agriculture and home economics

★ TWENTY-FOUR More Bills Introduced in House and Senate Brings Total Number on Docket to Nearly 100, with None Yet Enacted Into Law—By Lewis A. Kalbach

of \$8,000,000 for the fiscal year beginning after the date of the enactment of this act; for the following year, \$9,000,000; next following year, \$10,000,000; next year, \$11,000,000; next and succeeding years, \$12,000,000, to be allotted to the States and Hawaii on the basis of farm population and the States and Hawaii shall not be required to offset the allotments authorized.

Authorizes additional appropriations for colleges of agriculture and mechanic arts as follows:

(a) For the fiscal year beginning after the date of the enactment of this act and for each fiscal year thereafter \$960,000 to be paid annually to the several States in equal shares.

(b) For the fiscal year following the first fiscal year for which an appropriation is made under (a) \$500,000, and for each of the two fiscal years thereafter \$500,000 more than the amount authorized for the preceding fiscal year, and for each fiscal year thereafter \$1,500,000 to be allotted to the States on the basis of total population. (Introduced Feb. 22, 1935, by Mr. Jones, of Texas, and referred to Committee on Agriculture. Same as S. 2022.)

S. 1871. Grants to State of Montana 500,000 acres of public lands for use and benefit of Northern Montana Agricultural and Manual Training School. (Introduced Feb. 15, 1935, by Mr. Wheeler, of Montana, and referred to Committee on Public Lands and Surveys.)

S. 2022. Provides additional appropriations for cooperative extension work in agriculture and home economics and for colleges of agriculture and mechanic arts. (Introduced Feb 25, 1935, by Mr. Bankhead, of Alabama, and referred to Committee on Agriculture and Forestry. Same as H. R. 6123.)

H. R. 6201. Authorizes appropriation of \$400,000,000 for construction, establishment, and furnishing of public-school buildings and procurement of supplies for

public schools and \$100,000,000 for the payment of arrears of public-school teachers' salaries. (Introduced Feb. 26, 1935, by Mr. Sauthoff, of Wisconsin, and referred to Committee on Education.)

H. R. 6360. Authorizes an annual appropriation to be allotted to public elementary and high schools in each State by the Commissioner of Education in accordance with the attendance at such schools. In schools where the average number of days attended is 160 or more the payments shall be \$25 for each pupil enrolled. If the average number of days attended is less than 160 the amount paid per pupil enrolled shall be proportionately reduced. (Introduced Mar. 4, 1935, by Mr. Lundeen, of Minnesota, and referred to Committee on Education.)

H. R. 6370. Authorizes an appropriation of \$100,000,000 for the fiscal year 1936 and such sum as may be necessary for each fiscal year thereafter to assist the States and Territories in the maintenance, operation, and improvement of their public schools of less than college grade to be apportioned as follows: (a) On a basis of \$2 per annum for each person 6 to 17 years of age, inclusive, as shown by the most recent Federal census. (b) The remainder of the amount on (1) educational needs as shown by sparsity of population and by the application of appropriate standards for the maintenance and further improvement of the systems of public education and (2) economic ability of the State as indicated by the ratio of adults to children and by appropriate measures of the financial resources of the State. (Introduced Mar. 4, 1935, by Mr. Ford, of Mississippi, and referred to Committee on Education.)

S. 2190. Authorizes an annual appropriation of \$3,000,000 to provide public educational facilities of less than college grade for the children of persons "residing legally on property of the Federal Government or property under the control of an agency of the projects

owned and financed by the Federal Government", the funds to be apportioned by the Office of Education to the several States and Territories on an objective basis and to be administered by the chief State school officers or boards of education of the several States, Territories, and the District of Columbia. (Introduced Mar. 8, 1935, by Mr. Logan, of Kentucky, and referred to Committee on Education and Labor.)

Local school districts

The following bills provide for Federal appropriations to local school districts for the erection, extension, or improvement of school buildings on condition that Indian children shall be admitted to the schools of the districts on the same terms, except as to payment of tuition, as white children. The bills were referred to the Committee on Indian Affairs.

H. R. 5499. \$40,000 to school district no. 23, Polson, Mont.

H. R. 5500. \$100,000 to school district no. 28, Lake and Missoula Counties, Mont.

S. 2094. \$25,000 to school district no. 7, Medicine Lake, Sheridan County, Mont.

H. R. 6315. Same as *S. 2094.*

H. R. 1395. \$50,000 to Round Valley Union High-School district, Covelo, Calif. (Reported by committee Mar. 9, 1935.)

Loans

S. 1834. Authorizes R. F. C. to make loans to publicly and privately controlled colleges, universities, and other institutions of higher learning for the refinancing of accumulated financial obligations, such loans to be retired within 50 years. (Introduced Feb. 14, 1935, by Mr. Walsh, of Massachusetts, and referred to Committee on Banking and Currency.)

H. R. 6227. Authorizes R. F. C. to make loans in an aggregate amount of \$1,000,000,000 to counties, parishes, road districts, and school districts to enable them to reduce and refinance their outstanding bonded indebtedness; the terms of any loan shall not exceed 40 years and the rate of interest shall not exceed 3 per centum per annum. (Introduced Feb. 27, 1935, by Mr. Ford, of Mississippi, and referred to Committee on Banking and Currency.)

Government institutions

H. R. 6088. Allows each Member of Congress, including Delegates, to appoint one additional cadet to the United States Military Academy. (Introduced Feb. 21, 1935, by Mr. Stack, of Pennsylvania, and referred to Committee on Military Affairs.)

H. R. 6155. Provides that beginning with the class of 1942 of the United States Military Academy the course of instruction of cadets shall be 5 years in lieu of 4 years and during the first year of instruction each cadet shall serve as an enlisted man in the Infantry, Cavalry, Field Artillery, or Coast Artillery of the Regular Army. (Introduced Feb. 25, 1935, by Mr. Faddis, of Pennsylvania, and referred to Committee on Military Affairs.)

S. 2105. Provides for an additional number of cadets at the United States Military Academy. (Introduced Feb. 28, 1935, by Mr. Sheppard, of Texas, and referred to Committee on Military Affairs; reported from committee, Mar. 4, 1935.)

Higher education

H. R. 3477. Providing for incorporation of Trinity College, Washington, D. C. (Passed House, Feb. 25, 1935; passed Senate Mar. 29, 1935.)

S. 978. Granting lands to University of Oregon. (Passed Senate, Feb. 26, 1935.)

Office of Education

H. R. 6094. Provides for the establishment in the Office of Education of a Bureau of Aviation for the investigation of the aviation industry and the dissemination of information for the promotion of the aviation industry and authorizes the Commissioner of Education to employ additional personnel. (Introduced Feb. 21, 1935, by Mr. Kenney, of New Jersey, and referred to Committee on Education.)

H. R. 6223. The Department of the Interior appropriation bill for the fiscal year ending June 30, 1936, as passed by the House of Representatives on March 1, 1935, and now pending in the Senate Committee on Appropriations, carries the following amounts for the Office of Education:

GENERAL EDUCATION	
Salaries.....	\$251,720
General expenses.....	15,000
Printing and binding.....	46,500
Total administrative.....	313,220
Colleges of agriculture and mechanic arts (to States).....	2,550,000
Total.....	2,863,220

VOCATIONAL EDUCATION	
Salaries and expenses, vocational education.....	192,000
Salaries and expenses, further development of vocational education.....	64,000
Salaries and expenses, vocational rehabilitation.....	63,500
Total administrative.....	319,500

Vocational education (to States).....	\$7,000,000
Further development of vocational education (to States).....	3,000,000
Vocational rehabilitation of disabled persons (to States).....	1,050,000
Vocational education in Hawaii.....	30,000
Vocational education in Puerto Rico.....	100,000
Vocational rehabilitation in District of Columbia.....	15,000
Total, vocational education.....	11,514,500
Grand total.....	14,377,720

Miscellaneous

H. R. 6371. Increases the annual appropriation for the purpose of providing books for the adult blind from \$100,000 to \$175,000 per annum, of which not to exceed \$100,000 shall be expended for books in raised characters, and not to exceed \$75,000 for sound-reproduction records. (Introduced Mar. 4, 1935, by Mr. Keller, of Illinois, and referred to Committee on the Library.)

H. R. 5733. Creates a Negro industrial commission. Similar to but not same as *H. R. 129.* (Introduced Feb. 14, 1935, by Mr. Mitchell, of Illinois, and referred to Committee on the Judiciary.)

H. R. 6118. Authorizes Secretary of War to provide for voluntary enlistment and intensive military training for a period not to exceed 6 months of any boy or young man who is unemployed and physically qualified and who has within a year graduated from high school or was recently a student in college. Such enlistments shall be on the same terms and with the same pay and allowances as those men who regularly enlist in the army. Any trainee shall be honorably discharged if he has opportunity to accept a desirable position or civilian employment before the enlistment period expires. (Introduced Feb. 22, 1935, by Mr. McSwain, of South Carolina, and referred to Committee on Military Affairs.)

S. 1180. Increases number of beneficiaries at Columbia Institution for the Deaf. (Passed Senate, Mar. 4, 1935.)

H. R. 6362. Denies any aid or benefit, or privilege of any kind, directly or indirectly, from the Federal Government to any institution of learning, university, college, secondary school, elementary school, or other group of students, including F. E. R. A. or C. C. C. classes, that employs any professor, instructor, or teacher who, by word of mouth or in writing, advocates the overthrowing of the Government by force or violence or by the assassination of any officer of government or who teaches any other communistic or radical doctrines. (Introduced Mar. 4, 1935, by Mr. Polk, of Ohio, and referred to Committee on Education.)

Educators' Bulletin Board



Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Federal Office of Education on interlibrary loan is as follows:

BAIR, FREDERICK H. The social understandings of the superintendent of schools. Doctor's, 1933. Teachers college, Columbia university. 193 p.

BENDER, JOHN F. Functions of courts in enforcing school attendance laws. Doctor's, 1927. Teachers college, Columbia university. 187 p.

BRACKETT, CATHERINE W. Laughing and crying of preschool children: a study of the social and emotional behavior of young children as indicated by laughing and crying. Doctor's, 1933. Teachers college, Columbia university. 91 p.

CAVELL, MATTHEW C. Giovanni Gentile's reform of education in Italy: an evaluation. Doctor's, 1931. New York university. 182 p. ms.

CHINNAPPA, S. PAUL. British system of education in India. Doctor's, 1915. Columbia university. 315 p.

COOK, P. A. W. Education of a South African tribe. Doctor's, 1933. Teachers college, Columbia university. 94 p.

CUNKELMAN, S. ELIZABETH. A controlled experiment on the guide sheet versus the recitation method of teaching English grammar and composition in grade 8. Master's, 1934. Pennsylvania State college. 110 p. ms.

DAVIS, HENRY A. Contribution of Robert Bartow Cousins to the educational development of Texas. Master's, 1933. West Texas State teachers college. 126 p.

FAHL, ARTHUR J. School shop management as a discipline-preventative. Master's, 1934. Pennsylvania State college. 73 p. ms.

GARRELS, HARRIET E. The relationship between general intelligence of sixth grade pupils and their ability to appreciate art as measured by the McAdory art test. Master's, 1934. George Washington university. 43 p. ms.

GREENE, HARRY B. Comparison of scholastic achievement, as measured by Form X of the new Stanford achievement tests, of native-born and foreign-born ninth grade pupils in Marion county, exclusive of greater Fairmont. Master's, 1934. West Virginia university.

HOED, GRACE G. A study of the content of prerequisite chemistry courses in relation to the content of undergraduate courses in home economics. Doctor's, 1934. University of Minnesota. 121 p. ms.

MCCASKILL, JOSEPH C. The boys' adviser in the government boarding schools for Indians. Doctor's, 1934. Teachers college, Columbia university. 120 p.

PERRY, RAYMOND C. A group factor analysis of the adjustment questionnaire. Doctor's, 1933. University of Southern California. 93 p.

ROBB, JEAN A. A course of study in home economics for grades 7, 8, and 9 in Halifax, Nova Scotia. Master's, 1934. Syracuse university. 177 p. ms.

SULLIVAN, Sister CELESTINE. A scale for measuring developmental age in girls. Doctor's, 1934. Catholic university of America. 65 p.

RUTH A. GRAY

Meetings

AMERICAN ASSOCIATION FOR ADULT EDUCATION. Milwaukee, Wis., May 20-22.

AMERICAN ASSOCIATION OF MUSEUMS. Washington, D. C., May 23-25.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN. Los Angeles, Calif., June 24-29.

AMERICAN ASSOCIATION ON MENTAL DEFICIENCY. Chicago, Ill., May.

AMERICAN FEDERATION OF ORGANIZATIONS FOR THE HARD OF HEARING. Cincinnati, Ohio, June 2-6.

AMERICAN HOME ECONOMICS ASSOCIATION. Chicago, Ill., June 24-28.

AMERICAN LIBRARY ASSOCIATION. Denver, Colo., June 24-29.

AMERICAN MERCHANT MARINE LIBRARY ASSOCIATION. New York, N. Y., May.

AMERICAN PHYSICAL EDUCATION ASSOCIATION. Pittsburgh, Pa., April 24-27.

ASSOCIATED HARVARD CLUBS. Pittsburgh, Pa., May 18 and 19.

ASSOCIATION FOR CHILDHOOD EDUCATION. Swampscott, Mass., June 26-30.

ASSOCIATION OF AMERICAN PHYSICIANS. Atlantic City, N. J., May 7 and 8.

ASSOCIATION OF COLLEGIATE SCHOOLS OF ARCHITECTURE. Milwaukee, Wis., May 19-20.

ASSOCIATION OF MODERN LANGUAGE TEACHERS OF THE CENTRAL WEST AND SOUTH. Chicago, Ill., May.

ASSOCIATION OF UNIVERSITY AND COLLEGE BUSINESS OFFICERS. Evanston, Ill., May 16-18.

FIFTH ANNUAL CONFERENCE ON TEACHERS EDUCATION. Terre Haute, Ind., April 26-27.

MICHIGAN SCHOOLMASTERS CLUB. Ann Arbor, April 26.

NATIONAL ADVISORY COUNCIL ON RADIO IN EDUCATION. Columbus, Ohio, May 6-8.

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION. Chicago, Ill., April 24 and 25.

NATIONAL CONGRESS OF PARENTS AND TEACHERS. Miami, Fla., April 28-May 3.

NATIONAL COUNCIL FOR JEWISH EDUCATION. Montreal, end of May.

NATIONAL FEDERATION OF MUSIC CLUBS. Philadelphia, Pa., April 24-May 1.

NATIONAL FIRE PROTECTION ASSOCIATION. Atlanta, Ga., May 14.

NATIONAL PROBATION ASSOCIATION. Montreal, May.

NATIONAL TUBERCULOSIS ASSOCIATION. Saratoga Lake, N. Y., June 24-27.

NEW ENGLAND MODERN LANGUAGE ASSOCIATION. Storrs, Conn., May 1-11.

THIRD CONFERENCE ON BUSINESS EDUCATION. Chicago, Ill., June 27 and 28.

MARGARET F. RYAN

New Books and Pamphlets

Planning a Retirement System, questions and answers for the guidance of college pension committees. New York, Teachers' Insurance and Annuity Association of America, 1934. 30 p.

Suggestions for the planning and establishment of retirement systems.

State Programs

Education in the Drought States, prepared for Joint Commission on the Emergency in Education by the Research Division, National Education Association. Washington, D. C., National Education Association, 1934. 57 p. mimeog. 25 cents.

A report on the educational problems of the drought states.

Proceedings of the Citizens' Conference on School Recovery in Pennsylvania. Harrisburg, Commonwealth of Pennsylvania, Dept. of public instruction, 1934. 54 p.

A discussion of the fundamental problems of government as related to the public schools.

Educating Delaware's Children. [Dover, Del., Dept. of public instruction, 1934] 32 p. illus.

Presents the social and economic changes which have influenced the public schools; analyzes public-school costs and incomes in Delaware during the past few years.

Social Trends

The Social Adjustment of the Tuberculous, by Beulah Weldon Burhoe. New York, National Tuberculosis Association [c1934] 55 p. 50 cents.

Includes chapters on Occupational therapy, Adult education in sanatoria, Educational and vocational status of sanatorium patients.

Twenty Questions on the Economic Security of the People, a study outline, prepared by the Industrial Dept. of the National Council of Y. M. C. A. in cooperation with a group of industrial, insurance, and labor leaders. New York, Association Press, c1934. 48 p. 25 cents.

SUSAN O. FUTTERER

Uncle Sam's "Libraries"

DOWN in Leslie County, Ky., where the rugged, harsh-ribbed mountains laugh at modern methods of transportation, it is a hard job to spread "book larnin."

The people want it "bad", though, and the Kentucky Relief Administration has put women on horseback to supply it. Books are heavy. Elsewhere, they are usually transported in quantity by truck or car, but not in Leslie County. The folks who want them down there live back in the mountains and they use the creek beds for travel. There are no roads to their places.

So the work-relief projects on which women are given the opportunity to earn their relief in that part of the State include a pack-horse library. It is the only traveling library transported in saddlebags.

Harry L. Hopkins, Federal Emergency Relief Administrator, to whom it was recently reported by Mrs. Ellen S. Woodward, director of women's work for the F. E. R. A., considers it one of the most interesting examples of service rendered under the work-relief program, and close to a thousand library projects have furnished work relief for more than 10,000 women.

In Leslie County, the board of education and interested citizens have sponsored the collection of some 500 books for circulation throughout the county. On horseback, women workers carry the books packed in stout leather saddlebags that hang on either side of the saddles. Splashing up the creek beds, winding along the ravines, they carry the books to isolated rural schools and community centers. Often as not, a one-room log building serves double duty as school and community center.

One route for the pack-horse library goes up Hell-Fer-Sartin (sic) Creek. It is a tortuous, twisting stream with a rocky bed and brush-tangled banks. At Devils Jump Branch the four women riders separate, each going up a different tributary. They cover 57 mountain schools and communities, picking up and replenishing the book stocks so that the entire 500 books constantly circulate throughout the county.

The libraries in nearly a score of other Kentucky communities are being aided by

★ PACK - HORSE Type in Kentucky Unique Among 903 Library Projects Sponsored by the F. E. R. A. to Provide Work Relief Throughout the United States

relief workers who supplement the regular staffs by repairing damaged volumes, cataloging, classifying, and indexing.

In a total of 42 States, needy women are providing services to libraries for their relief allowances. Mississippi has a program that reaches into remote rural sections with books and magazines. In many sections the library extension projects use "bookmobiles", libraries on wheels stocked with a variety of reading material and driven through the country to circulate it where libraries heretofore have been unknown.

The Mississippi program began with a collection of 4,500 books owned by the library commission. Now, many communities have collected sizeable quantities of books and magazines. One worker who set out to canvass her territory for gifts of books came back with eggs, molasses, canned fruit, and a hen. Families that had no money with which to buy reading material for their homes wanted to help. They gladly gave farm produce which could be sold to buy books for the library.

In communities where no library building existed to house the books, the problem has been solved in numerous ways. Sometimes a few shelves in a filling station, a garage, a cross-roads grocery store, or in the home of the superintendent of schools or the minister, serve as the library headquarters.

In Detroit approximately 1,000 women on relief, working about 650 at a time, were employed on a book-cleaning and repairing project. They ranged in age from 18 to 60, and 75 percent of them were former office workers and saleswomen. Working in 50 small groups under the supervision of forewomen, the workers moved from school to school renovating the textbooks. It was estimated they increased the life of the average book by a year, or a third of its service time, which meant a saving to the schools of about \$105,000.

With a materials cost of only \$38, one county project in Nevada restored 8,000 volumes. The State-wide program for repairing school books cleaned, fumigated, and reconditioned more than 100,000 volumes.

In Haverhill, Mass., 20 workers made nearly 25,000 repairs on books in the public library, including repairing 17,500 volumes with one or more leaves torn, strengthening the back bindings of 1,400 volumes, covering 3,500 with new cloth covers, and making general repairs on 2,400. They also repaired and mounted many photographs, and in addition, recataloged 100,000 books.

In Mathews County, Va., some 3,000 books were warped and mildewed when a recently-completed library was flooded. A women's work project took up the job of salvaging them, and a large proportion of the volumes was made usable by the needy women who were trained in the art of binding and repairing.

In Montana, booklets of interesting material on geography, history, and science were prepared for school children by binding clipped magazine articles between paper covers.

In Houlton, Maine, a woman worker unearthed a valuable book on British naval achievements, worth, according to an authority, about \$100, even though it had been rebound. In the same attic, a long-forgotten envelop divulged a thousand-dollar bond with 30 unclipped coupons and a sheaf of \$5, \$10, and \$20 bills—Confederate money, but of historic value for exhibits.

Throughout the country experienced library and clerical workers have assisted librarians on a work-relief basis with technical and clerical services.

Through a women's work project set up in Shawano County, Wis., community libraries have been established in 12 villages previously without library facilities. The project provides a custodian



FEDERAL EMERGENCY RELIEF ADMINISTRATION

1. Smiles on their faces and their best clothes on their backs—for it's traveling library day at this log school house.

2. Hazel brings home a library book from school and reads it to Aunt Nancy Ann Begley, who lives up Ooten Crick. Popcorn hangs over the fireplace. Aunt Nancy made the basket and the hearth broom. Hazel's pappy made Aunt Nancy's cane and also both chairs out of hickory.

3. Down "Hell-Fer-Sartin" Creek bed they start together in a pouring rain to deliver readin' books to 57 isolated mountain communities and mountain schools. At Devil's Jump Branch they will separate—each going up a different creek.

4. At Wooten Settlement School the traveling librarians select their books and fill their saddle-bags.

for each library, and local organizations furnish space and supervision. Books are obtained through the State free library commission and by donations. The libraries are for the use of the general public as well as relief clients, and the undertaking may result in a permanent branch library system for the county.

Similar work has been done in bringing up to date city, county, and court records. In Boston, Mass., 611 women transferred the library records from 1852 to 1899 onto Library of Congress catalog cards. In South Carolina, old wills from the earliest record books of the State have been copied and bound.

In Mississippi, a group of needy blind women were employed on a project to transcribe books into Braille, the method by which the blind read by touch. Sections of the country which previously had given little thought to books and libraries have become library conscious; families that have never been able to have reading material have been supplied with books and magazines. The projects have always received the support and approval of the communities, and numerous local organizations have given tangible assistance, many of them providing cash for the purchase of books. Many of the projects are expected to be continued, and in nu-

merous places where the temporary beginning has been stimulated by the women's projects, community efforts will probably carry on the library services permanently without work-relief help.

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So popular is the leaflet, *Suggestions for Repairing, Repainting School Plants*, prepared especially for smaller schools by the Julius Rosenwald Fund, that more than 25,000 copies have been sent out. Copies may still be obtained through the Office of Education.

On Freedom for Teachers

I AM a businessman, not a professional educator. As a businessman, however, I feel free to make a certain criticism of our school system; for what is wrong with the schools, it seems to me, is very largely the work, not of educators, but of business men.

To say that our modern schools have failed is an unsupportable, one-sided statement. It seems to me, at least, that they have been conspicuously successful in many ways. In the natural sciences, they have not only discovered great and useful truths which had been hidden from the human mind throughout the ages, but they have raised up a generation of fact-finders capable of searching out new truths and applying them to the solution of many practical problems.

In many ways, the American masses have become marvellously educated. Millions of modern youth, for instance, think nothing of driving high-power engines at a speed which would have caused the youth of any other time to quake with fear; and children who, had they lived a century before, would have been laboriously learning the routine of farm chores, are now discussing radio-activity and making their own short-wave sets. The schools, to be sure, may not be directly responsible for this; but neither were the schools of a century ago directly responsible for all the education which their students received. In each case, the schools have supplemented the education which the child received from his environment.

There was, however, this difference. The old red schoolhouse, as a rule turned out graduates who were equipped to make a living in the way that livings were then made, equipped also with a workable understanding of the human relations of the period and a workable knowledge of its economic set-up. Even the modern high school, even the modern university, scarcely does that.

Modern schools, to be sure, do attempt to teach economics and sociology, whereas the old red schoolhouse did not undertake to go much beyond the three R's. Before he entered school, however, or during the period in which he attended the elementary school, the average child of a century ago studied agriculture, industry, and

★ EDWARD A. FILENE, a Businessman, Criticizes Our School System—Blames Businessmen Not Educators for "What Is Wrong With the Schools"

EDWARD A. FILENE, businessman, philanthropist, economist, who in this article presents persuasively the case for freedom in teaching, should be well known to educators. He made a memorable speech before the N. E. A. last year at Cleveland. Few know, however, that credit unions, now popular among teachers, were introduced in the United States by Mr. Filene. Tourist third class on steamships by which so many thousands of teachers have been able to go to Europe since the World War was another Filene idea, we are told. Another Filene project is the Twentieth Century Fund which conducts research into vital social and economic problems. As secretary, Mr. Filene once employed a young man who is now president of the University of Wisconsin, Glenn Frank. Mr. Filene is an American with broad-gage ideas and a faculty for putting those ideas into action.

—EDITOR.

trade in a way which measurably equipped him to solve most of their basic problems.

Agriculture, industry, and trade, to be sure, were rather simple problems then. The problem of agriculture consisted basically of how to grow on the farm about all the food which the family expected to consume; and the industrial problem was mainly a problem of how the family could make the things which the family expected to use. The problem of trade consisted mostly, then, of trying to exchange something which the family could go without for the few things which the family could not produce and still could not or would not go without.

Basically, however, these problems are about the same as they ever were. The main difference is that the modern family produces few if any of the things which it consumes and is therefore almost wholly dependent upon trade; and very few people, either traders or economists, even pretend to know how trade can be carried on.

In 1929, for instance, trade slowed down to a point where millions of Americans suffered acutely and almost everybody was alarmed, but nobody seemed to know what to do about it, and most of us were of the opinion that nothing either could or should be done.

If we would only wait a while, we were told, trade would revive.

A century ago, it would have been quite impossible to fool the average 10-year-old in any such way as that. For he knew about trade. He knew that if his folks had more hogs than they needed, they could make a trade with some family which had more hay than it needed, or more of something else which his family might want.

If his father couldn't make a trade with the first neighbor he consulted, it never occurred to him to blame the condition of trade. The way to revive trade, he knew, was by trading something for something else—which was equally true in 1929, but nobody thought of it. Even if a neighbor didn't have any money or any goods in those days, it was still possible to do business with him; for he almost always had labor-power and that was known to be valuable. It was still valuable in 1929, but something had happened to us so we couldn't see just how it was valuable; but in those uneducated days, the man without money or products was invited over to help create some wealth on a neighboring farm, and he would be given some money or products in return.

How was it that people were so wise in those days and so foolish in ours, in spite of the better schooling of this latter time? The answer is plainly that the home in those days educated its children in the ways of life. It did this because it could. The modern home does not do it because it can't. The modern home can tell its children where father works, if he is working, but it cannot, as a rule, acquaint him exactly with what father does and why. He may work in a bank, but the

home cannot explain banking, and surely cannot ask the children to help on such a job. He may work on the railroad, but even those who own the railroads may not be able to explain them. They may be laboring under the impression that railroads exist primarily for bondholders, not for the transportation of goods and people. Or he may work in an office or factory tied up in some mysterious way with the work of some other office or factory, giving some service or manufacturing some gadget which the second organization is in the habit of purchasing during those periods when business happens to be good, but which has to shut down and throw father into unemployment if business happens to be bad. As to why business is bad, father hasn't the slightest idea. Neither, in all probability, have his employers, and it is their understanding that it is hardly worth finding out as they couldn't do anything about it anyway. Employers, they think, are quite helpless in this matter of unemployment.

Contrast the schoolboy living in that sort of environment with the average youngster in the old red schoolhouse a century ago. The boy in agrarian days not only learned how to make the soil do what he wanted it to do but obtained a first-hand acquaintance with all the essential industries—construction, transportation, textiles, milling, slaughtering, packing, preserving, and, of course, heat, light, and power. He knew by actual observation, contact, and cooperation, what all these things meant to life in his community and how they could be controlled to serve the purposes of that community. He knew that heat came from the woodlot, light from a sheep's "innards" and power from the raising and training of certain colts and calves. The child in this machine age learns from his environment that the people who get what they want are those who have the money, but behind that one stark fact, there seems to be a great blank wall.

Yes, the modern schools teach economics and sociology to certain students who have a flair for formulas; but how much of the mystery of their own economic status is thus cleared up for them? How much stirring truth do they drink in as to the workings of modern heat, light, and power? If they can't use the railroads as they would like to use them, do their classes in economics tell them what to do about it? If father is out of a job, does the boy learn what the trouble is and just how that may be corrected? If the family income doesn't enable him to live like the other boys, does his class in economics suggest a way by which the injustice may be corrected?

It is my understanding that economics is not taught in our schools in any such exciting way as that. It is my understanding that the teachers themselves, and even the people who write the textbooks, do not pretend to know the answers to such questions; and that if they did pretend to know, or if they organized their classes to undertake any very searching inquiry along these lines, there would be some danger of their losing their jobs. Why? Because certain business interests wouldn't like it.

I am a business man and I can understand why they wouldn't like it. I can understand their fear of irrational, radical, and subversive theories creeping into our schools. I even share the fear myself. Nevertheless I can't help noting that we have made tremendous progress in chemistry, physics, and many other subjects in which business interests have not interfered with the educational process, and we have made almost no progress (unless it has been during the past 2 years) in acquainting the mind of youth with the real nature of the modern economic and social set-up.

We business men had uses for chemistry and physics, which could not be learned in any other way than by organized fact-finding. We had no opinions whatever as to any chemical formula, and we never asked for anyone's opinion on any chemical problem. We wanted the exact facts, no matter how dangerous or subversive the facts might be. We did have opinions, however, as to the social and economic set-up. We had opinions as to how labor should behave, employed or unemployed. We had opinions as to the profits we should be permitted to take, whether they were earned or not. And we had opinions as to our inalienable rights; and if the schools were to teach the social sciences, we wanted to have the subjects taught in harmony with all these fixed opinions. In fact, we insisted on it.

We encouraged professors of chemistry to air all the subversive theories which might be suggested by their investigations; and we encouraged their students to prove that their professors were wrong if they could possibly dig up the proof. In physics, we didn't care how much heresy there was, for we had faith in the truth if it could only be discovered; and we knew that the best chance of discovering the truth lay in one's freedom to challenge every ancient formula, no matter how basic it might seem to be.

The results were good.

In the social sciences, however, we did not trust the scientific method. There was no objection, to be sure, to the gathering of facts and figures, providing the conclusions reached could be guaran-

teed to harmonize with our previously formed conclusions. But there must be nothing subversive. There must be no "heresy."

And the results were not so good. When, in fact, we found it no longer possible to carry on business, none of us could understand what the trouble was. The schools hadn't given us an inkling of what had been happening in economic and social evolution. We hadn't let them.

Well—better late than never. We must discover a way by which children and adults can become as well acquainted, at least, with the present economic and social set-up, as were the folks of the agrarian age with theirs. To say that modern life is too complicated for individuals to grasp is merely begging the question. If it is too complicated for individuals to play a conscious part in it, it is too complicated to be lived; and unless we have a population generally educated and trained to play such a conscious part, we will not be able to continue in this modern life.

We have individual responsibilities—all of us—whether business men, wage-earners, farmers, or members of the various professions; and we cannot make this modern civilization work unless those individual responsibilities are adequately accepted and discharged. To accept them, however, we must know what they are. Today we do not know. We do not even understand what the social set-up is. Even in these days of the New Deal, in which a great light is beginning to break, the great majority of us are still waiting to see "what the Government will do", or "what capital will do" or "what labor will do", and are unable as yet to see the situation in terms of our own individual responsibilities. This situation must be changed and only education can change it. As to what kind of education, I can see no hope excepting in the kind which has worked so well in the natural sciences—the method of scientific fact-finding.

In our school boards today, can we not at least lay down certain principles for the organization of this necessary education? Granted that no one knows enough to teach the subjects which must be taught, can we not at least agree to take off all restrictions so that teachers and students will be free to learn everything which can be discovered?

I know that my proposal is dangerous. A little knowledge is always dangerous, but that does not constitute a sufficient reason for not acquiring a little knowledge. Chemistry is also dangerous. So is life. The only really safe place seems to be the cemetery; but our civilization, I am convinced, does not want to take that course.

The Vocational Summary



NUMEROUS examples are available of the way in which vocational education is functioning in retraining workers, who as a result of technological changes, are threatened with the loss of their jobs. Here is one from Pontiac, Mich. Some months ago a motor truck manufacturing concern in that city foresaw that sheet metal and welded steel were displacing wood in the manufacture of automobile truck bodies. With this in mind, they sought the help of the vocational education department of the public schools in Pontiac in retraining the erstwhile woodworkers as welders and sheet-metal workers. Thirty woodworkers, retrained for the new work will be ready for the change in auto-body construction when it comes.

Farm Project Standards

It is not always easy, H. W. Sanders, of the department of agricultural education, Virginia Polytechnic Institute, believes, to determine whether supervised farm practice work carried on by vocational agricultural students has been satisfactory. "Some hold the view," he says, "that the financial measure—the making of a good profit on the project—should take precedence over all others. One State sets as its measure of satisfactory results total earnings of \$1,000 for the 4 years of supervised practice. Kentucky's standard is 550 hours of supervised farm practice work for the 4-year course. Florida requires a minimum of 180 pupil-hours of supervised practice work, and net return of \$150 each year, and Missouri a minimum net profit of \$75 a year. For many reasons the financial goal has not been entirely satisfactory, although it should undoubtedly have considerable weight. Some teachers contend that the training value is the important thing, holding that a boy may learn much while earning little. It is obvious that much of our confusion in measuring results has been due to confused ideas concerning objectives or desirable outcomes of supervised practice work. A distinction should be made as to the various objectives. For convenience three types may be recognized (1) financial, (2) efficiency of production, and (3) educational."

Mr. Sanders' observations are contained in a publication, entitled "Supervised Farm Practice—Keeping and Using Records," issued by Virginia Polytechnic Institute.

Personnel changes

Two new members have been added to the staff of the home economics service, Federal Office of Education. Miss Rua Van Horn has been appointed Federal



Miss Rua Van Horn, Federal agent in home economics.

agent in home economics for the Southern region, and Mrs. Dora S. Lewis as Federal agent for the Pacific region.

Miss Van Horn, who for the past 3 years has been supervisor of vocational classes in home economics in Oakland,



Mrs. Dora S. Lewis, Federal agent in home economics.

Calif., was for 5 years State supervisor for home economics and head of teacher training in home economics for Montana. She taught and supervised the teaching of home economics in the public schools of Winnetka, Ill., and in several towns in North Carolina, and has conducted home economics teacher training summer courses at Chicago University, University of Washington, Iowa State College, and Colorado State College.

Mrs. Lewis, comes to the Office of Education from the position of supervisor of home economics for the State of Washington, which she has held for the past 6 years. She was for 2 years assistant professor of home economics and dean of women in the University of Hawaii. Her teaching experience includes a period of 6 years on the home economics staff, State Normal School, Cheney, Wash., and a period of several years in the public schools of Washington.

Michigan safety bulletin

As evidence of the increasing attention being given to safety in vocational trade and industrial schools, the February issue of *SCHOOL LIFE* noted the efficient safety plan set up in Pittsburgh vocational schools. For those who are interested in such programs, Bulletin 228, Shop Safety Rules for Teachers and Students, recently issued by the Michigan State Board of Control for Vocational Education will be of interest. Incorporating the ideas of a research committee of the Michigan Industrial Society, the bulletin contains general instructions to be followed in a shop safety program, specific instructions to shop teachers, a shop safety organization plan, suggested shop safety regulations, and regulations to cover safety measures in specific types of shops and with specific safety equipment.

Practical and economical

Pittsburgh again! And this time it's a piece of emergency work done by teachers and pupils in the household-economy department of the city's school system, in an attempt to help families on relief and in reduced circumstances to maintain a normal, healthy diet. To begin with, household-economy teachers and students made a study of the welfare food supplies to determine how these could be used in supplying their full caloric and vitamin

content, and, incidentally, to eliminate the deadly routine in the necessarily monotonous daily diet. The food habits of the people involved—most of them were of foreign extraction—were considered. Arrangement was made for meetings of small neighborhood groups in school kitchens. Teachers, pupils, and women from the neighborhoods, aided in the demonstrations, held after regular school hours. The demonstrations consisted of cooked food for one day's consumption—three arrangements of food being placed on tables ready for the regular meals. In addition, main dishes for two or three other dinners were placed in sight. Duplicates of these dishes were prepared before the group. Mimeographed sheets containing recipes and describing the processes used, were distributed and questions were invited. Later, the women, and in many cases men who came to these demonstrations, passed before the tables, helping themselves. The size of the groups permitted an intimacy which could not be established in a larger gathering. Instead of serving the food in a number of dishes the plan of cooking much of it up into one dish, with meat for a flavor, was followed. To aid her in planning demonstrations, Miss Irene McDermott, director of household economy in the Pittsburgh schools, made frequent visits to the homes, where she picked up practical suggestions from housekeepers. And the teachers contributed the food used in the group demonstrations.

To Czechoslovakia

The United States will be represented at the Sixth International Congress on Commercial Education to be held in Prague, Czechoslovakia, during the first week in September. The purpose of the congress is to bring together leaders in business education, especially those in government, university, and secondary school administrative and teaching positions, to discuss practices and trends in business education. A 2-week tour of industrial cities, spas, and business education centers of Czechoslovakia, will be a preliminary feature of the congress.

Individual farm service

An interesting experiment was carried on in Arkansas last year. It grew out of the perplexity of farmers in formulating a farm program to follow on land taken out of cotton acreage under the Federal crop control plan. Under the Arkansas plan each teacher picks six farmers in his community, studies their farming situations in detail, and with the informa-

tion thus obtained to build on works out a 5-year program for each farm. The teacher then agrees with each farmer to supervise the carrying out of the program for his farm. So well has this plan worked during the first year it has been in operation that many agricultural teachers have added six additional farms to their list for the current year.

Household service training

Necessity for cooperation between training and placement groups in setting up and operating training courses for household service workers is emphasized in a circular, Miscellaneous 1613, recently issued by the Federal Office of Education. These two groups, the publication explains, should, through conferences with household employers, determine the prevailing standards of employment and arrive at an understanding of the practices in the local community, as well as of the types of work desired by the household, and the privileges to be accorded the worker. Training periods, it is pointed out, should be short, in consideration of the small margin of cash reserve of prospective household workers. Place-

ment in employment and follow-up on the job are indispensable. Follow-up may be by the instructor, the school coordinator, or the placement worker. The worker, in turn should be required to make a report as to whether the training has been adequate and the placement satisfactory. In addition to cooperating with leading employers, training groups should cooperate with such organizations as the Big Sisters, Y. W. C. A., Council of Jewish Women, Catholic Women's Organizations, and Federal-State Employment Services. An advisory committee to create public interest in the enterprise is recommended. Mrs. Anna Lalor Burdick, special agent for girls and women, Office of Education, is author of the circular.

Nation-wide

In a note headed "Rural Social Trends" in the January issue of *SCHOOL LIFE*, reference was made to studies in Ohio made by Dr. Edmund des Brunner, professor of education, Columbia University. This was in error. Dr. Brunner's studies in the field of rural social trends were Nation-wide.

CHARLES M. ARTHUR



New racks for Education publications.

★ THE Federal Office of Education needed some racks to display its bulletins and other publications at conventions and meetings. The boys pictured here, students in industrial arts at the Bladensburg (Md.) Junior High School, constructed four racks of the type shown. These racks were so constructed that they may be easily taken down and packed for

shipment. Special credit is due A. E. Robinson, industrial arts instructor, and Robert B. Wilson, principal of the school, for their cooperation in having these racks constructed. Those shown in the photograph, reading from left to right: Mr. Robinson, Joseph Hill, William Burdick, Eugene Gasch, Harvey Rivenbark, Cleo Stack, and Mr. Wilson.

The Colleges

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IN HIS new book, *The Chicago College Plan*, recently issued, Dean Chauncey S. Boucher, of the University of Chicago predicts that improvements in methods of testing students' achievement will bring revolutionary advances in educational methods in the future. Educators for generations have centered attention on mechanical arrangements designed to facilitate the pursuit of education without having developed anything approaching an adequate method of measuring validity and reliability of the educational product. The new plan effective since 1931 is based on the theory that the junior college division should be devoted to general education; Chicago's plan includes four general courses, one each in the fields of the humanities, the social sciences, the physical sciences, and the biological sciences. Attainment is measured in comprehensive examinations, which a student may take whenever they are offered, whether he has attended all or none of the corresponding general courses.

San Francisco Junior College.—This new college is to be established with the aid of the University of California. Pending the erection of permanent quarters it will be housed in the University Extension Building located at 540 Powell Street. It was approved because hundreds of high school graduates in San Francisco are unable to attend any higher institutions and hundreds are attending neighboring junior colleges each year; it is costing the county approximately \$100,000 a year to pay the tuition charges of resident students in attendance at junior colleges in other counties of California.

Bennington College (Vt.).—After 2 months of practical work in their chosen fields of study, 230 students at Bennington College have returned to resume their college activities. The work of the second semester will continue until the end of June in order to make up for time out of college this winter.

Massachusetts State College.—So many students are forced to cut their college expenses by buying their own food and preparing their own meals that the head of the department of physical education asked the nutrition laboratory to prepare a bulletin containing suggestions as to how to cut food costs without sacrificing health. The bulletin includes a complete

budget of expenses for the student who can spend \$3 a week.

University of Denver (Colo.).—The Second Annual School Executive's Conference under the auspices of the University of Denver, will be held July 13-26 for superintendents, principals, and school executives who are unable to attend the regular summer term of the University.

Pennsylvania State College.—Once again there is a demand for graduate engineers. There have been individual calls for experienced engineers all the year, and general inquiries about the June graduating class have been received from a number of firms since January. Several personnel directors have already visited the campus to interview prospective graduates. The demand seems to be for mechanical engineers, first, with calls for electrical and industrial engineers; capable graduates in these fields should experience little difficulty in obtaining positions this June, it is predicted.

Wayne University (Mich.).—An automatic sailing system developed by the engineering students of Wayne University has recently been patented by the Lockbar Boat Company of Riverside, Canada.

University of Iowa.—On May 7 the every-pupil high-school testing program will be held simultaneously in all schools, and the best scholars will compete at the university June 3 and 4. This is the seventh and last year of the competition between schools. After this year the competitive feature will be dropped since some of the original purposes of the program have been fulfilled. Last year about 200 schools competed, and 53 others entered as noncompetitors. The State scholarship contest, however, will be retained on a somewhat modified basis. This now brings some 1,100 pupils to the university early in June, with the tests determining the best scholars in each of 14 subjects.

Bucknell University, (Pa.).—National Bucknell alumni night was celebrated on March 16 at 6 p. m. with many alumni dinners and Bucknell parties throughout the country. An interesting feature was the alma mater broadcast at that hour simultaneously to all her great family.

University of Michigan.—The first of the two 5-week summer terms in the University of Michigan Law School will

begin on June 18 this year, followed on June 24 by the opening of work in all other schools and colleges. About 700 courses, given by a teaching staff of over 400, are scheduled. Four off-campus stations will also operate as usual—Camp Davis, Jackson, Wyo., for field work in surveying; the station at Mills Springs, Ky., for practical work in geography and geology; the upper peninsula forestry and conservation camp in Alger County; and the Biological Station at Douglas Lake.

Fifty-three percent of the students at the university are wholly or partly supported by their earnings made while attending school; three-fifths of the men and over one-fourth of the women are in the working group; 23 percent of the men and 12 percent of the women are wholly self-supporting.

WALTER J. GREENLEAF

Measurement Today

★

A COOPERATIVE piece of research the Office of Education is fostering in the measurement field is the establishment of equivalent scores among general mental ability tests or intelligence tests. In keeping cumulative records for guidance purposes it is highly desirable to have scores in different tests have some comparable meaning. As long as tests are given to different groups comparability will always be questionable. The first step, it seems to workers in the Office of Education, is to establish equivalency among these general mental ability tests. With this first step accomplished, it may be possible for any individual school system to relate scores on other tests to a general test and thereby get some common basis for comparisons.

One of the general topics around which programs of the American Educational Research Association meeting at Atlantic City were centered was: "How would school practices be changed if the results of research were put into effect?" Apart from many specific conclusions certain general conclusions seemed to arise from a consideration of the topic. One was that cooperative research is needed. At present much research is done by graduate students who must because of limitations of time and effort choose topics which do not as a rule cover the many important

unsolved problems of education, because these problems require experimentation over a long period of time or require the extensive effort of many experimenters, or both. Barr, in an editorial in the *Journal of Educational Research* for January 1935, emphasizes this same point.

A second general conclusion seeming to grow out of the meeting, allied to the one mentioned, was that much more research—careful research—was needed. A third conclusion was that better plans should be formulated for getting the results of research into practice.

The problem of direct measurement of pupil adjustment is being attacked vigorously from many quarters. It is probable that some of the instruments of the measurement of pupil adjustment may be now used by schools as a practical instrument in measuring the efficiency in this regard of many different types of schools and curriculums. Pintner, Maller, Forlano, and Axelrod, in the January number of the *Journal of Educational Research*, describe one instrument for this purpose for pupils in grades 4 to 8. Bell has constructed another for pupils in high school and college called the Adjustment Inventory. It is published by the Stanford University Press.

DAVID SEGEL

Electrifying Education

IN conjunction with the International Federation of Teaching Associations and the International Federation of Secondary Teachers, the World Conference of the World Federation of Education Associations is to be held at Oxford, England, from August 10 to 17. The British Film Institute is arranging the program of the visual section which has been given an important place in the conference.

Copies of *The Problem of the Institutionally Owned Station* and *Widening Horizons* (Information Series Nos. 10 and 11) may be obtained from the National Advisory Council on Radio in Education 60 East 42d Street, New York City.

In the February 1935 issue of *The National Student Mirror* is an announcement of a motion picture contest with a \$50 prize offered by the Harmon Founda-

tion for the best 16 mm film interpreting college life by nonprofessional college individuals or groups. Further details may be obtained from the National Student Federation, 8 West 40th Street, New York City. The same magazine carries an interesting article on the making of undergraduate motion pictures.

Mr. William Slater, headmaster of Adelphi Academy is broadcasting a series of programs for children over the Red Network of the National Broadcasting Co. each Saturday morning at 11 o'clock. "The purpose of this series", states Mr. Slater, "is to further children's interest in what other children are doing throughout the world and what is happening to other children."

Dr. Tracy F. Tyler, director of Research of the National Committee on Education by Radio (1201 Sixteenth Street, NW., Washington, D. C.) has recently completed two studies on *Radio Broadcasting Activities of State Congresses of Parents and Teachers* and *Radio Broadcasting Activities of State Teachers Associations*. Libraries and interested educators may get free copies by communicating with Dr. Tyler.

Free copies of *Broadcasting in the Public Interest* by President Merlin H. Aylesworth of the National Broadcasting Co. may be obtained from the National Broadcasting Co., Radio City, New York City.

A Proposed Community Motion Picture Program has been issued by the Lower West Side Motion Picture Council, 55 Washington Square, South, New York City.

The Sixth Annual Institute for Education by Radio and the Fifth Annual Assembly of the National Advisory Council on Radio in Education will be held jointly at the Ohio State University, Columbus, Ohio, on May 6, 7, and 8. Interested persons should address Dr. W. W. Charters, chairman, Ohio State University, Columbus, Ohio.

CLINE M. KOON

Chilean Educators Feted

SECRETARY of State Cordell Hull welcomed distinguished Chilean educators visiting in the United States at a dinner sponsored by the American Council on Education, March 18, in Washington, D. C. Honored guests were Señor Juvenal Hernández, 35-year-old rector of the University of Chile; Prof. Paul Ramírez, secretary-general of the Second Inter-American Conference of Education; His Excellency the Ambassador of Chile and Señorita Trucco; Señora Amanda Labarca, Member of the Council of the University of Chile; the Honorable Benjamin Cohen, Counselor of the Chilean Embassy; Prof. Gustavo Lira, dean of the faculty of mathematics, University of Chile; and Professor Dario Benavente, director of the University of Chile law school.

Former Commissioner of Education George F. Zook served as chairman, and Assistant Secretary of the Interior Oscar L. Chapman, as toastmaster. Commissioner John W. Studebaker gave an ad-

dress of welcome, and Assistant Commissioner J. C. Wright presented the motion picture of the Inter-American Conference on Education which he took as delegate to the meeting last September.

Others who attended the dinner for the Chilean visitors, who have visited schools and colleges from Los Angeles to Boston, were former Commissioner of Education William John Cooper and Mrs. Cooper; Assistant Commissioner of Education Bess Goodykoontz; Hon. Sumner Welles, of the State Department; William S. Culbertson, former Ambassador to Chile, and Mrs. Culbertson; Secretary Willard E. Givens, of the National Education Association, and Mrs. Givens; Harold G. Moulton, President, Brookings Institution, and Mrs. Moulton; and Leo S. Rowe, Director General, Pan American Union.

On March 20 Señora Labarca was interviewed on the regular weekly program of Education in the News, presented by the Federal Office of Education.



★ THIS reserve champion lamb at the Houston Fat Stock Show was presented to Vice President John N. Garner at the Senate Office Building in Washington on March 19, a gift of the Future Farmers of America. The lamb, fed by Carl Kapus, Fredericksburg, Tex., a member of the F. F. A. organization, was sold to the A-B-C Stores in Houston at auction sales on March 11. It brought \$1.10 a pound. Mr. Holdbrook, A-B-C Store buyer, purchased the lamb so that it could be sent to Mr. Garner with the compliments of the Future Farmers. The lamb was bred by Harper Rawlings, vocational agriculture teacher at Fredericksburg, Tex., who

purchased the foundation stock from Mr. Garner's home county, Uvalde. Participating in the presentation, and pictured above, left to right, were John A. Linke, chief, Agricultural Education Service, Federal Office of Education; Oscar L. Chapman, Assistant Secretary of the Interior; Mr. and Mrs. Garner, and W. A. Ross, of the Federal Office of Education, national executive secretary of the Future Farmers of America.

Texas has the largest F. F. A. Association in the United States, striving to reach the membership goal of 10,000 this year under leadership of J. B. Rutland, Texas State adviser for Future Farmers.

Atlantic City Beach Marks

[Continued from page 172]

turn to rostrum. His second speech was, like his first, excellent. Broun reported the convention quite thoroughly in his daily column, syndicated throughout the United States.

Officers elected were A. J. Stoddard, superintendent of schools, Providence, R. I., president; A. L. Threlkeld, superintendent of schools, Denver, Colo., second vice president; Ben G. Graham, superintendent of schools, Pittsburgh, Pa., member of the executive committee.

What was sung at Atlantic City will probably be remembered longer than what was said. The Westminster Choir's emulation of the angelic chorus recalled

the A Cappella achievements of the St. Olaf Choir at previous N. E. A. meetings. Presentation on Sunday evening of Hansel and Gretel with opera singers taking the lead accompanied by a well-trained chorus of 375 Atlantic City elementary school children and a New Jersey high-school orchestra, provided a distinct and remarkably successful innovation in school music.

For the first time regular reports of convention highlights were broadcast each day. School officials not in attendance received radio capsule versions at 6 p. m., E. S. T., each day over the NBC Chain.

The convention resolved for: Federal emergency aid administered through the

Federal Office of Education to keep schools open; restoration and increase of the Federal Office of Education staff; Federal support to insure adequate education for all children; comprehensive national survey by the Office of Education (1) to determine need for Federal support and (2) to supply basis for a national program of education; relief funds for a program of work and education for unemployed youth administered by the Office of Education; greater emphasis on mental hygiene, preparation for citizenship, more adequate salaries for teachers, provision for physically handicapped children, stress on traffic safety, and study of problems of academic freedom.

We favor, the resolutions also declared: Abolishing child labor, taking profit out of war, abolition of block-booking and blind-selling in the motion picture industry, better radio programs with more time for education.

In the Libraries

SCHOOL LIFE goes to scores of different kinds of libraries throughout the United States. Librarians are invited to send accounts of library activities and progressive library practices to the author of this column, Miss Sabra W. Vought, Federal Office of Education Librarian, for future publication.

EDITOR

THE interchange of librarians has seemed as desirable and practical as the exchange of professors. Several such exchanges are in actual process at the present time. Two members of the library staff of the University of Michigan are going to Europe on an exchange basis. One goes to Rome to replace a librarian who is coming to the United States for professional training, and one to England on direct exchange. The travel expenses are being borne by the Rockefeller Foundation and the Carnegie Corporation.

Several colleges and universities are encouraging student library contests, in which prizes are offered for the best personal libraries collected during the students' college years. Such contests have been sponsored by the Universities of California and Minnesota and by Smith and Swarthmore colleges.

To counteract the accusation that college graduates do not read, the librarian of Teachers College, Emporia, Kans., has compiled a short list of "thin books" which should appeal to the busiest person. The list appears in the Alumni News, for February 1935.

Miss Willie Welch, State supervisor of public school libraries in Alabama, has prepared a list of books suitable for school libraries, most of which can be bought for 10 or 15 cents. The list includes Bible stories, nature stories, poetry, and even a Rand-McNally Atlas which costs 20 cents. The list was published in the Alabama School Journal for November 1934.

The movement for fraternity libraries in colleges is spreading in institutions large and small. Willard P. Lewis, librarian of the Pennsylvania State College, in the Library Journal of March 1, discusses the subject and shows how the project is carried on at Penn State.

One solution of the problem of storage which is so vital in the larger libraries, seems to lie in the possibility of filming books which are needed in scholarly research. A step in this direction has been the filming of the reports of the hearings on the N. R. A. and the A. A. A. These hearings covered some 280,000 pages.

The New York Times has also expressed a willingness to film copies of the Times published during the war years, if enough subscribers are interested. One librarian has said that the films of the Times for these five years would about fill a collar box.

Since Last We Met

[Continued from page 169]

Society for Curriculum Study, 425 West One Hundred Twenty-third Street, New York City, and "Boys and Girls Newspaper", a new venture by the publishers of "Parents Magazine", and "School Management."

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About the time this issue of SCHOOL LIFE reaches you, the Office of Education radio program of Education in the News will be one year old. The program began April 25, 1934. To date we have had only one speech—a 5-minute talk by John Finley, of the New York Times. That, we think, is a record for programs broadcast on education. Most popular have been the self-tests for listeners, prepared by Dr. David Segel, Office of Education specialist in tests and measurements.

Schools Report

[Continued from page 171]

the city superintendent of schools in all cities having 500,000 or more population; a material increase in the State distributive fund for schools; raising the certification requirements for elementary teachers so that the minimum requirements shall be 2 years of training above the high-

school level, such training to be had by actual attendance at an accredited educational institution; compulsory supervisory certificates for county superintendents of schools; the adoption of a larger, more economical and efficient unit of local school administration for the State of Illinois.—Chicago's Schools, vol. 1, no. 6, December 1934.

WALTER S. DEFFENBAUGH.

Indian Education

★

SEVENTEEN paintings by Pueblo day school children make up the entire contribution of the United States to the first comprehensive international exhibition of children's paintings ever assembled. The Indian children used "earth colors" and made their own paints.

Miss Rose K. Brandt, supervisor of elementary education, reports that during the past year the Pueblo day school children, accompanied by teachers, and frequently by parents, scoured the hills in the local New Mexico community to find the earth materials out of which they might produce colors they desired to use in their painting. The rich reds, browns, and whites had long been used by native women for painting designs on their pottery. The children's experimenting with the same medium for painting on paper, therefore, became a thrilling adventure. Clay and sandstone were the most common sources, yielding practically every color except strong greens and blues. Black was provided by using soot. Since not all colors were found in every locality, schools exchanged materials in order that all might be provided with the necessary colors.

Now on tour of the leading art centers of the country under the auspices of the College Art Association, the exhibit includes work from 42 countries, including Japan, Bali, Russia, Mexico, France, and Spain.

Nonreservation trade and vocational schools.—With the approval of the Commissioner of Indian Affairs, a committee on nonreservation trade and vocational schools composed of Miss Mary Stewart, assistant director of the education division, Miss Edna Groves, supervisor of home economics, and Mr. James Arentson, supervisor of trade and vocational education, has been set up in the Education Division, of which Mr. A. C. Monahan is acting director.

This committee, in conjunction with the superintendents of the institutions, will work out a definition of the functions and work of each of the institutions, which will be presented to the education staff of the Washington office and to the Commissioner for consideration. When these definitions are approved, the committee will assist the various superintendents in working out complete programs for the institutions under their charge.

The committee has visited 2 of the 10 schools in this classification, Haskell and Chilocco, and expects to visit others during the spring.

The definition of each institution as proposed will include a statement relative to the general region to be served by the school, the functions of the school—particularly concerning curriculum, entrance requirements for their regular courses, graduation requirements, types of students to be admitted, how students are to be selected and by whom, and other essential matters. Under these broad definitions it is expected that the superintendents and local staffs can work out programs suited to the individual Indians and based upon their needs, keeping in mind the preparation for life work on reservations and in connection with Indian groups, where most of the previous graduates are now living, and where, it may be assumed, the majority of the graduates will go in the future.

This is in line with an attempt being made by Commissioner Collier to fit the work of the schools to the needs of the Indian boys and girls, rather than to fit them into a fixed school curriculum.

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Mr. P. K. Winkler has recently completed a master's thesis on "The Psychology of Listening" at the New York State College for Teachers at Albany.

New Government Aids For Teachers

Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance [check or money order] at time of ordering.

NATIONAL Planning Board—Final Report 1933-34. 123 p., maps. (National Resources Board.) 25 cents.

Section III of this report is devoted to the role of science in national planning, including among other subjects, mathematics, physics, astronomy, chemistry, biology, medicine, geology, geography, archaeology, anthropology, and psychology. (Sciences; Civics.)

History of Wages in the United States from Colonial Times to 1933. 574 p. (Bureau of Labor Statistics, Bulletin No. 604, Wages and Hours of Labor Series.) 50 cents.

Presents as continuous a record as possible of wages and hours of labor for representative occupations in representative industries. (History; Sociology; Economics.)

Crime Laws of the 73d Congress. 109 p. (U. S. Department of Justice, Criminal Division.) Free.

Of the 32 statutes included in this pamphlet one relates to the kidnapping law and another to citizenship and naturalization. (Criminal law; Character education; Civics.)

Regulations Governing Appointments to Cadetships in the United States Coast Guard. 35 p., front. (U. S. Treasury Department, Coast Guard.) Free.

Application blank is enclosed. (Vocational guidance.)

Wholesale Prices, November 1934. 29 p., charts. (Bureau of Labor Statistics.) 5 cents.

Of the 10 major groups of items covered by this bulletin, 4—farm products, foods, hides and leather products, and miscellaneous commodities—registered increases from October to November. The remaining groups—textile products, fuel and lighting materials, metals and metal products, building materials, chemicals and drugs, and house-furnishing goods—showed slight decreases.

Public Health Reports—Vol. 50:

The Educator's Viewpoint of Psychiatric Service in a Penal Institution. No. 1, pp. 21-24. 5 cents.

A Prison Administrator's Viewpoint of Psychiatric Services. No. 3, pp. 79-83. 5 cents.

The Place of Psychiatry in a Coordinated or Sectional Program. No. 4, pp. 98-101. 5 cents.

The Family Survey as a Method of Studying Rural Health Problems. No. 7, pp. 210-223. 5 cents.

The Purpose and Function of School Health Records. No. 9, pp. 281-295. 5 cents.

Manual of Fire-loss Prevention of the Federal Fire Council. 156 p., chart. (National Bureau of Standards Handbook No. 19.) 20 cents.

Presents concisely the principles on which fire-resistance classifications of building types and building materials are based; general methods for controlling the spread of fire by structural provisions and applications of appropriate types of fire-extinguishing equipment, and general fire-prevention measures that can be introduced in the management routine of services and properties. (Safety education; School construction.)

State Reporting of Occupational Disease, Including a Survey of Legislation Applying to Women. 99 p., charts. (Women's Bureau Bulletin No. 114.) 10 cents.

An analysis of the figures available from reports made to State authorities of the occurrence of occupational disease. (Health education; Safety education.)

Annual Report of the Tennessee Valley Authority for the Fiscal Year Ended June 30, 1934. 60 p. (Tennessee Valley Authority.) 10 cents.

The most immediate purposes of the Tennessee Valley Authority were to maintain and to operate the Wilson Dam and power plant, to administer the fertilizer plants at Muscle Shoals, and to build the Cove Creek (Norris) Dam. This is a report of the progress made. (Civics; Geography; Sociology.)

Tennessee Valley Authority—Bibliography. 25 p. mimeog. (Tennessee Valley Authority.) Free. (Library science; Civics.)

Price Lists (Free from Superintendent of Documents): Finance—Banking, Budget Accounting, No. 28; Government Periodicals, No. 36; Proceedings of Congress—Annals of Congress, Register of Debates, Congressional Globe, Congressional Record, No. 49; Maps, No. 53; Immigration—Naturalization, Citizenship, Aliens, Races, No. 67.

Passenger Traffic Report. 272 p., charts, multigraphed. (Federal Coordinator of Transportation.) Free.

Thumbnail sketches of underlying data on the travel market, travel requirements, the traveler's price, carrier sales promotion, and carrier service. High tide in rail travel was reached in 1920. It has receded precipitously from that time accelerated by fare increases, development of highway travel, and the economic depression.

Keeping the Well Baby Well. 8-page folder. (Children's Bureau, Folder 9.) 5 cents. (Parent education; Home Economics.)

Baby's Daily Time Cards. (Children's Bureau.) Free.

Six cards of different colors which give suggestions for the well baby's daily program for successive periods of his life up to the age of 2 years. (Parent education; Home economics.)

Economic and Social Problems and Conditions of the Southern Appalachians. 184 p., illus., charts, maps. (Department of Agriculture, Miscellaneous Publication No. 205.) 50 cents.

School officials will find this publication opens up a new approach to planning on the basis of social and economic surveys. Contains data on the historical development of the conditions and problems which now characterize the region. One section is devoted to schools and education. A large folding topographic map accompanies the publication. (Sociology; Geography.) (See illustration.)

Film strips

The Farmers' Trail Leads On. Series No. 350.

Illustrates the changes which have taken place in both production and marketing of American farm commodities during the course of the last generation, and the farmers' efforts to meet these changes, assisted by the Government. This series was prepared from material assembled by the Field Information Section of the Agricultural Adjustment Administration. Strips are available by purchase at \$1.44 from Dewey & Dewey, Kenosha, Wis., after first obtaining authorization from the U. S. Department of Agriculture. Blanks for this purpose will be supplied upon request to the Division of Cooperative Extension.

Film notes

"Current Releases of Nontheatrical Films and Film Notes" is the title of a monthly service carried on by the Motion Picture Section, Specialties-Motion Picture Division, of the Bureau of Foreign and Domestic Commerce. The October 1934 issue contains notices of sound films of Native Life in South Africa; a film to be produced in Czechoslovakia showing the various spas and places of interest; and other notes about visual education in Denmark, Germany, The Netherlands, and Siam. Also contains a list of non-theatrical films and the names of the distributors from whom they may be obtained. This service is \$1 a year; 10 cents a copy. Address Bureau of Foreign and Domestic Commerce, Washington, D. C., for further information.

MARGARET F. RYAN

The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries

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New Publications

OF THE FEDERAL OFFICE OF EDUCATION

Office procedure in Vocational Rehabilitation. Vocational Rehabilitation Bulletin 171, Office of Education.

A discussion of forms, files, and procedures employed in supporting, controlling, and accounting for the operation of a vocational rehabilitation service.

Vocational Teacher Training in the Industrial Field. Vocational Education Bulletin 172, Office of Education.

Four reports to the Committee on Trade and Industrial Teacher Training of the American Vocational Association, Inc.

The Development of Social Intelligence Through Part-Time Education. Vocational Education Bulletin 173, price 10 cents.

A study made for the Committee on Part-Time Education of the American Vocational Association.

Teaching Farm Credit. Vocational Education Bulletin 178, price 5 cents.

A discussion of principles and practices, together with suggestions to teachers, based on illustrative cases.

Vocational Agriculture in Relation to Economic and Social Adjustments. Vocational Education Bulletin 177, price 10 cents.

Report of conference on the relation of vocational agricultural education to emergency and long-time programs, affecting agriculture.

Bibliography of Studies of the Home Economics Curriculum, 1926-34. Vocational Education Bulletin No. 179, price 10 cents.

A list useful in the revising of curricula in this field of education, prepared by a Committee of the Home Economics Section of the Association of Land-Grant Colleges and Universities.

Institutions of Higher Education in Denmark. Office of Education Bulletin, 1934, No. 13, price 10 cents.

126-page account of higher education in Denmark, of value to anyone interested in higher education, and especially useful in task of evaluating credentials of students trained in Denmark who wish to continue their studies in the United States.

Privately Controlled Higher Education in the United States. Office of Education Bulletin, 1934, No. 12, price 10 cents.

The third of a series of Office of Education studies on the subject of the relation of the State to higher education.

Analysis of Special Jobs in Farm Forestry. Vocational Education Bulletin, No. 169 (reprint), price 10 cents.

Timber farming for profit, including woods management and tree planting of marginal, submarginal, and idle lands.

Prediction of Success in College, Bulletin 1934, No. 15, price 10 cents.

A handbook for administrators and investigators concerned with the problems of college admittance or guidance of college students.

Accredited Higher Institutions, 1934, Bulletin 1934, No. 16, price 15 cents.

Recent changes affecting the standardization of institutions of higher education, additions to accredited lists, and names and addresses of all institutions of higher learning accredited or approved by State and voluntary accrediting agencies are included in this publication.

High-School Clubs, Bulletin 1934, No. 18, price 10 cents.

Number and extent of clubs, kinds of clubs, their organization, and examples of club programs.

Accredited Secondary Schools in the United States, Bulletin 1934, No. 17, price 15 cents.

Accredited high schools by States, standards of regional accrediting agencies, requirements of State accrediting agencies, and requirements for admission to the college of liberal arts of State universities.

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SCHOOL LIFE



May 1935

Vol. 20 • No. 9

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NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.

MAY 23 1935



IN THIS ISSUE



Denver—Gateway to National Parks • How Small Are Our Small Schools?
Education in Turkey • Education of Uncle Sam's Tenants • Education Bills
Before Congress • Summer Courses in Vocational Education • Education in the News

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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U.S. Department of the
Interior, Washington,
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SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.



The Incorporated Association of Head Masters

29 Gordon Square

London

The United States Commissioner of Education,
Washington.

Dear Sir:

I am instructed to forward you a copy of a resolution which was passed unanimously at the annual general meeting, held in January 1935, of the above Association representing Secondary Schools in England and Wales.

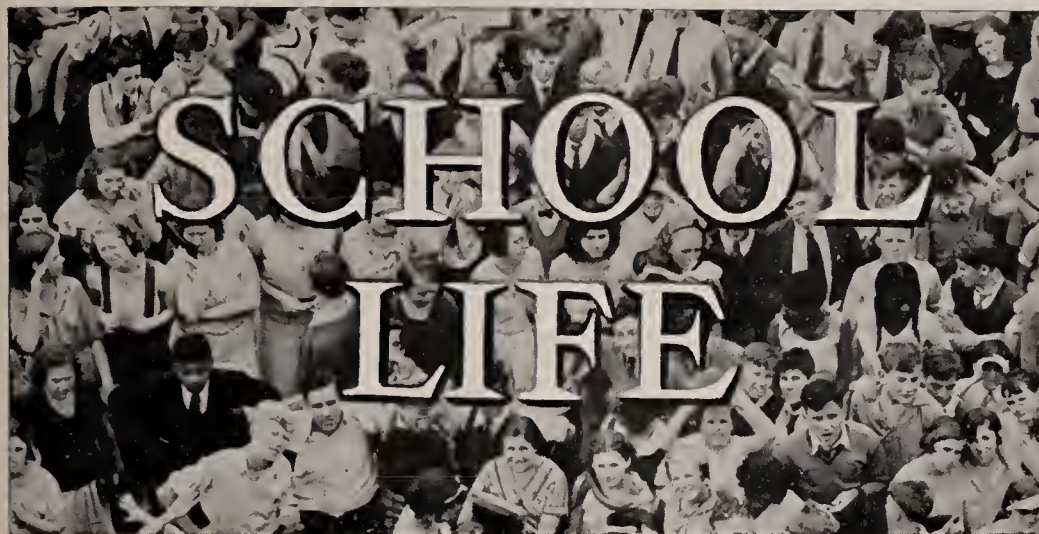
I trust that you will be able to bring it to the notice of the Secondary Schools of the United States of America.

"That the members of this Association in general meeting assembled send a cordial message of greeting to their colleagues in the Secondary Schools of the U. S. A., who share with them the task of building, on the foundation of our common ideals of life, that mutual understanding which is so vital to the peace of the world."

Yours faithfully,

L. W. Taylor,

Secretary.



For May . 1935



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The cover design for this issue of SCHOOL LIFE is a prize drawing by Miss Stuart Ross, California School of Fine Arts, San Francisco, Calif. See page 200 for honorable mention drawings.

Since Last We Met

SCHOOLS have taken up much space in the Congressional Record. Issues for March 20 and 28 and April 5 and 9 report debates on national legislation concerning schools in the House and Senate (see Education Bills before Congress in this issue).



Passage of the relief bill raises the question: What will it mean to education? Will it mean school buildings? Where? How? When? Will the emergency education program be continued? Will needy college students continue to receive work relief? How many? Will teachers receive relief funds to keep schools open which otherwise would have to close? Will the expansion of the C. C. C. mean expansion of education in the C. C. C? Will relief funds be used to help out-of-work, out-of-school young people? How?

We will attempt to give answers to these questions as soon as the answers become known.



The House has begun discussion of the social security bill. (H. R. 7260.) Old age pensions and unemployment insurance may seem distant from schools. But there is more than pensions and insurance in this bill. Educators are advised to read the sections on "Grants to States for Aid to Dependent Children", "Child Welfare Services", and "Vocational Rehabilitation."



News discussed on recent "Education in the News" radio programs presented by the Office of Education each Wednesday:

March 20, Education in United States and Chile Compared, Senora Amanda Le Barca and Assistant Commissioner of Education, J. C. Wright.

March 27, Schools Without Funds, Dr. Howard A. Dawson.

April 14, How Vocational Education Has Helped in Time of Need.

April 10, White Collar Work Relief, Dr. Frederick J. Kelly.



Salary trends for city school teachers appear in the new Research Bulletin of the National Education Association. We hope to present soon comparable information for rural schools. Preliminary inspection of the figures shows that North Dakota teachers have suffered and continue to suffer greatest salary decreases—approximately 50 percent.

[Continued on page 195]

Denver—Gateway to National Parks

DENVER frequently has been called the gateway to the national parks because of the accessibility of these areas to the Colorado capital. Along the backbone of the continent and in the States west of the Mississippi are located 17 of the full complement of 24 national parks and more than 50 of our total of 68 national monuments.

Readily accessible by rail, boat, and automobile, and in some instances by direct airplane service, these parks and monuments open new vistas of inspiration and recreation to all, and are breathtaking revelations to Americans unfamiliar with the scenic wonders set apart by the Government as perpetual "pleasuring grounds."

In order to qualify as a national park an area must possess some outstanding feature—sublimity of scenery, natural phenomena, scientific significance—or be so linked with a chain of historic or prehistoric events as to form an integral part of America's past. A visit to a national park or monument, therefore, is synonymous with the best of its particular kind in the entire United States.

Prospective visitors have a choice of travel facilities limited only by their budgets. Fortunately for most of us transportation companies accommodate their reduced rates and round-trip excursions to the convenience of vacation schedules and modest purses. Local newspapers and radio stations carry timely announcements of such bargain specials synchronized with the dates of national conventions.

Facilities

The National Park Service provides for its guests a considerable variety of accommodations at rates scaled to meet the average income. Facilities range from tent sites and simple housekeeping cabins to more pretentious lodges and hotels with modern comforts. Free public camp grounds are at the disposal of motorists who bring their own tents and equipment. Water is at hand without cost. Wood is furnished free in most of the parks. Sanitary conveniences, often including showers, also are provided without charge. Near by are stores where

★ PRACTICAL Suggestions for Those Planning to Attend Summer N. E. A. Meeting for Visits to National Parks and Monuments



NATIONAL PARK SERVICE.

What to Do After the N. E. A. Convention.

provisions may be purchased at prices reasonably fixed, although in the more inaccessible parks it is, of course, necessary to raise them slightly over prevailing market prices in order to cover haulage. Most of these shops also rent equipment of all sorts, from bedding to special paraphernalia for hiking. Community dining rooms, usually on the cafeteria plan, serve excellent food at moderate cost.

While it is not the policy of the National Park Service to compete with summer resorts in the quality of accommodations provided, but rather to encourage simple, near-to-nature conditions of living, there are nevertheless in the older parks, known the world over, and in some well patronized the year round, de luxe hotels,

representing the last word in comfort. Veteran park fans insist, however, that the right way to enjoy the glorious life of these mountain fastnesses and forest stands is to live as near as possible to nature.

Except during the height of the season and in our best known and most popular parks, it is seldom necessary to write ahead for reservations; never, if the visitor expects to occupy a camp site. Each of the national parks and monuments has a post-office designation. Although the post offices serving them are frequently several miles distant and bear different names, mail addressed to a park or monument is always delivered, through the regulation channels, at the proper destination. Hence readers who wish

specific information may obtain it by writing to the particular park in which they are interested.

Auto travel

Although railroad lines do not enter national parks or monuments, connections are easily made from the nearby points by automobiles or motor busses. The same is true of transcontinental air lines and bus lines.

Automobile travel into our national parks and monuments is yearly increasing. Highways, thanks to road improvements made possible by P. W. A. and E. C. W. appropriations and State relief projects, were never in better condition for transcontinental travel. Should the visitor decide upon the family car as the means of conveyance, he will find all along the route clean, inviting tourists' camps at prices ranging from \$1 to \$5 a night per cabin. Even the humblest provide sanitary facilities and arrangements for light housekeeping. Seasoned motorists, however, usually take along a kit and their own bedding, particularly if sheets and pillow slips are desired since these are not furnished in the lower-priced tourists' camps.

Arrived at the park gateway, "the public" find awaiting them the park ranger, authorized representative of "Uncle Sam," and a walking information bureau. His trig uniform of forest green and cordial smile are the insignia of his office. By unanimous vote the park ranger is the most popular animal in our great wildlife sanctuaries. He issues to motorists their automobile permits, cost of which varies according to the park, from \$1 to \$3.

Diversions

Once within the area the visitors decide which type of accommodations they desire and hasten to dispose of the detail of unpacking. Then begins a schedule of activities that fills every waking hour with exhilarating delight. No attempt is made in the national parks to open up to automobile traffic the choice sylvan nooks and remote sections that owe their chief charm to their unspoiled naturalness. Foot trails or bridle paths lead true disciples of the great god Pan to all such sanctuaries. But for the benefit of those who do not come in their own cars, autos and busses are at hand to take sightseers, at reasonable charges, over the panoramic drives and up to the lookouts to which the few park motor roads give access. Auto caravans are also assembled, for the benefit of travelers driving their own cars, and wishing to visit these same choice bits of scenery.

Youth and age, vigorous athlete and leisure-loving dreamer, student and play-boy, each finds awaiting in the national parks diversions after his own heart's desire. Many go fishing, and find some of the best trout streams in the entire country. The Government keeps lakes and streams well stocked, and every one who visits a national park, whether amateur or crack sportsman, should try his hand at least once at angling. Some take hiking trips. Others rent saddle horses and try out the alluring trails. Unless guide service is desired, most of the forms of recreation are available without cost. Nearly all the parks have for hire outing clothes, whether for riding, trail-hiking, descent into canyons or trips over the glaciers and ice fields. Guided nature trips, under the supervision of ranger naturalists are among the parks' best patronized events. These are among the free attractions. So realistically and interestingly are the facts in nature's open book presented that there are few who regard the trips as other than a novel and intriguing form of entertainment.

Educational advantages of unusual character exist, especially for those interested in the natural sciences. Field trips for geology students are conducted annually in many parks. Last year the Omnibus College, comprising some 500 members, chiefly school teachers, added to their usual western tour several military and historical parks east of the Mississippi River. This summer the University of Hawaii is holding its fourth summer session in Hawaii National Park. Yosemite's field school is nationally known.

Irrespective of individual tastes and age, the majority of visitors vote the crowning attraction in our national parks to be the animals, bear ranking first in popularity. Grown tame through years of protection, the animals in these great game refuges know no fear of man. Especially is this true of the bears, who have developed many almost human traits through their association with visitors. They sponge shamelessly upon the susceptible, begging for sweets and bacon, of which they are inordinately fond. They help themselves to any tidbits in the larder, and unless food is cached in bear-proof containers, the camper is apt to find his breakfast A. W. O. L. many a morning. Bears are the comedians of the free show that goes on continuously in the national parks.

Usually from 3 to 4 days is the average stay of a park visitor. Increasingly each year, however, families choose the beauty and solitude—and economy—of our national parks in preference to any holiday

locale, spending their entire vacation period within the area or adjacent to its facilities.

Temples

Last year exceeded all previous records. Six million of our countrymen visited our national parks and monuments during the travel year ended September 30, 1934, of which 4,000,000 spent their time in the national parks. A total of 1,124,586 automobiles was registered. Every one of these persons learned a new meaning of conservation by their first-hand acquaintance with its fruits. Not one of them henceforth will picture a national park as a system of amusement centers, magnified Coney Islands, nor even as a gigantic chain of boulevards and game preserves. Rather will they remember them as great out-of-door temples where still may be found those matchless shrines of our vanishing wilderness, fresh from the hands of the Creator, where man may restore his soul in the healing solitudes of that greatest of high priestesses of health and beauty, Mother Nature.

Since Last We Met

[Continued from page 193]

On April 4 a committee headed by Morse Cartwright spent 2 days in the Office of Education considering results of 2 years' operation of the Emergency Education Program of the F. E. R. A. Recommendations were presented to Commissioner Studebaker. Members of the advisory committee, most of whom served on the original advisory group, were: Morse A. Cartwright, American Association for Adult Education, chairman; Jerome Bentley, New York Y. M. C. A.; Arthur E. Bestor, Chautauqua Institution, New York City; Dr. Mollie Carroll, University of Chicago Department of Economics; Floyd B. Cox, County Superintendent of Schools, Morgantown, W. Va.; Lawrence K. Frank, General Education Board; Sidney B. Hall, Virginia State Superintendent of Public Instruction; Carl H. Milam, American Library Association; Spencer Miller, Jr., Workers Education Bureau of America; Winston Riley, Jr., State Director Federal Emergency Education, Indiana; James N. Rule, Pennsylvania State Superintendent of Public Instruction; Miss Myra Smith, New York City Y. W. C. A.; B. B. Smith, Superintendent of Schools, Connellsville, Pa.; Paul F. Voelker, Michigan State Superintendent of Public Instruction, and David E. Weglein, Superintendent of Schools, Baltimore, Md.

Camp Commy

IT WAS really the school bus that started the school camp. Because we needed transportation for our athletes to and from gridirons, baseball fields, and gymnasiums, we bought a school bus and called it Caesar; but that is another story. The bus is a gay equipage, painted black and gold, school colors, trimmed in wheels and wings, emblems of progress and commerce, and brought to a grand climax by a spare tire with a cover on which is inscribed "Go Get It", our school motto. It represents in the minds of "Commy Hi" boys the ideal means of transportation. It accommodates 30 passengers; and if we could not find use 7 days a week for such a bit of equipment we would certainly be lacking in initiative. So after the weekly job of transporting athletes is finished, Sunday becomes picnic day for Caesar and us.

You must know Louisiana in order to understand the lure of the South; you must see the palmettos in swamp lands, the denseness of semitropical underbrush, moss-hung cypress and oaks, and soaring stiff-necked pines against southern skies . . . sapphire blue with white clouds like hills of soapsuds, to appreciate its beauty. You must see the shimmering bayous that lose and find themselves in wooded fastnesses, the deeper streams and lakes that are lacework in the pattern, the fields dotted with color and bloom the year round. You must know the roads of Louisiana and where they lead, you must know the turns that bring you to the right riversides, the bypaths that lead to Paradise Park, Sunny Brook, Bayou Liberty, Barataria, Grand Isle, the Teche, and the Bogue Falaya.

Let's own it

We found them all—these exquisite places—and Sunday after Sunday different groups reveled in brilliant sunshine, in sparkling waters, companionable and carefree. The members of the groups were selected for current outstanding performances, home-room chairmen whose cooperation in school affairs was notable, the team that was fighting to win, the band that was representing us so well, the bankers, the editors, the honor roll,

★ A PROJECT *Developed by the S. J. Peters Boys' High School of Commerce in New Orleans, Louisiana —*
By Ray Abrams

the graduates, were recognized for services and rewarded with rides.

The time came, however, when we felt the need for permanence; we had lived through the nomadic period. Our wanderings finally seemed to lead us in one direction—a Sunday excursion meant the pines, St. Tammany Parish, the ozone belt, the white-sand-bottom stream, and the moon-shaped beach on the Bogue Falaya. For us the place had the attraction of a magnet for steel; it drew us as the moon does the tide. There was generated a very definite need for possession—"let's own it."

There are 16 acres in the section we coveted, a pine-covered triangle bounded on the two long sides by public highways, making easy access possible, and on the base by the river running 50 feet below

against the white-sand beach. The purchase price was not within our means, but our desire to possess this beauty spot was so strong that we felt no effort would be too great, no price in terms of interest and enthusiasm too large to pay for this land that we wanted. August 1933 we went in debt, assumed a mortgage, and retired it within a year. Boat rides, dances, parties, glee club, movies, and, as a final fling in amassing the necessary fortune, an animal auction. That last was good. Everyone who had a pet to spare brought it in—turtles, guinea pigs, rabbits, canaries, flying squirrels, white rats, pigeons, dogs, cats, gold fish—what a menagerie! And did they buy, and was the auditorium in an uproar with animals spread all over the place! Only those that bought pigeons, however, were excused to go home.



Views of Camp Commy—A School Bus Provides Transportation.

RAY ABRAMS

During the year we were raising the mortgage, we worked at cleaning the land of debris and underbrush. Now, instead of the selected groups, honored for outstanding performance of the week, being given Sundays of rest, relaxation, and enjoyment, these same boys were expected to come equipped with axes, hoes, picks, shovels, rakes, saws, and hatchets—the small boys with light tools, scout knives and axes, and the larger ones with the heavier tools. The first trip to our so recently acquired possession was symbolic. Armed with implements, the pioneering bus load of 30 trod on their own land. Their first act was the erection of a flag pole, and to the call of the bugle and with the hoisting of the colors the pledge of allegiance was given. The first year we cleared the brambles, cut paths and steps to the river's edge, dug drainage, built fences, then benches and tables. We cleared a basket-ball field, set up goal posts; another site we have since cleared almost large enough for a baseball field. More extensive development, however, is necessary before we can be satisfied to call that field a baseball diamond.

Building program

Then came the second year, 1934. The land was ours, the grounds around the water's edge were clear, and there was enough playground space for reasonable needs. But every Sunday was not fair weather. Even in our little Sunday paradise the rain sometimes fell. We needed shelter and a drinking-water supply. Two houses and a pitcher pump well were planned—a log cabin for a caretaker and a recreation pavilion with dressing rooms for the first unit of a building program that even then showed great possibilities. Again a debt, again the campaign for ways and means of earning money, and again later the debt paid. The buildings were erected and in use last summer. It can be added that at no time have outright contributions ever been solicited; no one has even been requested to donate to our pet project. If it's money that we need, it's money that we get, but we work for it, not beg.

The erection of the two buildings brings us up to September 1934. It was then that we realized the extent of the development and the limitless possibilities of Camp Commy. It was then that we entertained the idea of incorporating. Within a short time that was an accomplishment. We are owners of a corporation; just as the United States Government is backing its C. C. C. project, so have we one of our own, our C. C. C.—Camp Commy Corporation. There is a pride of personal, individual possession

in each student, each one a member of the corporation. From the charter issued by the State department, December 4, 1934, we quote objects and purposes:

To own and maintain a recreational camp for the members.

To foster a spirit of fraternal loyalty among the members.

To offer the facilities for teaching and coaching the members in woodmanship, woodcraft, hunting, fishing, swimming, scouting, etc.

To offer housing facilities in the summer vacation for students, alumni, and all faculty members of said school.

To cultivate an interest among the members of this society and of the community in the mental and physical development of the members.

To purchase and own and to mortgage and hypothecate such real estate and other property as may be necessary for the purpose of this organization.

To receive donations, to receive, manage, take, and hold real and personal property, by gift, grant, devise, or bequest, and generally to do each and everything necessary, suitable, useful, or advisable for the accomplishment of any one or more of said objects, or which shall, at any time, appear to be conducive to, or expedient for the benefits of this organization in connection therewith.

Other needs

During the remainder of the present school term we shall be very busy. We need two more houses. We need a flow well. We must have a building consisting of a dormitory and a community kitchen and there must be an administration building. We are accumulating a sum of money by the usual process, and, as we have our plans drawn, it is merely a question of time before actual building operations are started. We want to be ready for the close of school, June 1935. This first dormitory unit is to be sized for 24. Interest of the boys is keen about summer plans. In May we shall draw up a schedule and allot certain definite time to those who will visit the camp, the larger the number of applicants the shorter the length of stay for each. The requirements for acceptance to camp are few: First, you must be a Commy student; second, you must know how to cook or be part of a group in which there is a cook; third, you must be able to pay for your own food; fourth, you must be willing to follow a few simple camp rules.

Next year, if present plans materialize, plumbing will be our problem. We are compelled to go slowly on developments requiring large expenditures.

Camp Commy is an actuality. Up to the present time, every phase of its development has brought to us an enormous amount of satisfaction. For the time spent in its planning there is recompense in the thought of its permanency; for the energy spent in its building there is strength restored that the place itself gives to those who love it; for the dreams vested in its future there is certainty in the joy of ultimate realization.

Schools Report

“GUIDING Principles in Education” is the title of a report issued under auspices of the Commission for the Study of Educational Problems in Pennsylvania. The purpose of the 15 principles included in the report is to serve as a guide for other studies under way in that State in determining educational values and needs.

About 200 girls at Washburn High, Minneapolis, Minn., are learning the rudiments of golf as a part of their physical education course. Including such work in physical education as is in accordance with the tendency to teach pupils activities which will carry over into after years as sports for leisure time.—*School Bulletin, Minneapolis, Minn., January 17, 1935.*

Approximately 2,700 persons in Ohio are now employed in the emergency education relief program in adult education, recreation, and nursery school activities in 83 of the 88 counties of the State. Fourteen counties have programs this year for the first time. March 1 reports show that there are approximately 72,000 persons enrolled in adult education classes, more than 30,000 additional persons in recreational work, and 3,800 nursery school pupils.—*Ohio Emergency School Administration Progress Report, March 1935.*

In 1924 there were 54 schools in Burke County, N. C. Today there are 13. Only one 1-teacher school remains in the county.—*The News-Herald, Morganton, N. C., March 22, 1935.*

For the purpose of improving the school census in Louisiana, the State department of education has issued a bulletin (no. 287) on The School Census—The Plan, Forms, Tabulations, and Directions for Use.”

In 1933-34 there were in the State of Indiana 7,833 school transportation routes covering 143,620 miles, and 196,870 pupils were transported at a cost of \$3,706,579.—*Annual Report of the State Superintendent of Public Instruction. 1933-34. p. 14.*

W. S. DEFFENBAUGH

How Small Are Our Small Schools?

NEWREELS during the first week of March showed in theaters throughout the United States a school teacher in New York State who appears at her one-room schoolhouse every day, but who has no pupils to teach. There are probably other "pupil-less" schools in the various States. Mr. Gaumnitz estimates that rural school districts maintain approximately 250 schools each with an average attendance of 1 pupil; 750 schools with 2 pupils each; 1,500 schools teaching 3 children; 2,250 four-pupil schools, and about 3,000 schools with 5 pupils. About 7,000 or 8,000 schools are maintained, therefore, each to accommodate 5 or fewer pupils.

Another article prepared by Mr. Gaumnitz for *SCHOOL LIFE* on the cost of our small one-teacher schools will appear in a later issue.

★ WALTER H. GAUMNITZ, *Specialist in Rural Education Problems, Writes About America's One-Teacher Schools and the Small School Problem*

first three groups are of the one-teacher type. The next three groups may also be considered to be of the one-room variety. The relatively few schools in these low attendance brackets with more than one teacher merely emphasize the problem of the smallness of these schools. Moreover, the sprinkling of one-teacher schools found in the next two higher attendance groupings tend to offset those with more than one teacher in the lower groupings. If it may be assumed that this distribution is representative of the one-teacher school situation of the Nation as a whole, if we reduce the figures given to percentages, and if we lay off these percentages on the total of 148,711 such schools, found to be maintained in the United States in 1930, the year these data were gathered, we can make some fairly reliable estimates of the total number of these schools operating with extremely few pupils. Clearly there are more than 16,000 of these schools in

which the average daily attendance falls to seven or fewer pupils; nearly 52,000 have 12 or fewer pupils; and more than 85,000 have a daily attendance of fewer than 17. Data from other sources seem to justify these estimates. They show that the average enrollment of all of the one-teacher schools of the United States does not exceed 20 pupils and that the average attendance is about 16.

A more detailed analysis of the extreme smallness of the one-teacher schools can be made from the data given in the Office of Education bulletin cited above. The data reproduced in table 2 show that of the 1,808 schools concerning which data could be obtained 58 were maintained for an average attendance of but a single pupil, 181 schools for 2 pupils each, 363 for 3 pupils, 541 for 4 pupils, and 666 for 5 pupils. Indeed, some of the States reported that local districts sometimes insist upon keeping their schools open when

WE hear a good deal about the large number of small schools maintained in our rural communities. How small are these small schools? In what States are they most prevalent? To what extent is smallness a factor in school costs? What are the several States doing about this problem? Are there any solutions for the problem of providing public education in the sparsely settled sections of the country which are not yet being given a fair trial? These are some of the questions considered in Bulletin 1934, No. 3, recently published by the Federal Office of Education titled "Economies Through the Elimination of Very Small Schools."

Statistics gathered by the National Survey of School Finance provide a general picture of the smallness of the rural schools of the Nation as a whole. This study secured data showing the attendance of nearly 100,000 schools scattered through practically every State. Table 1 shows the distribution of these schools by size on the basis of the number of pupils attending in each school. It is clear from column 4 of this table that all of the schools in the

Table 1. Distribution of 99,575 elementary schools of the United States¹

Attendance per school	Number	Percent	Average number of teachers per school	Average number of pupils per teacher	Approximate distribution of 1-teacher schools
1	2	3	4	5	6
3-7.....	8,201	8.2	1.0	6	16,061
8-12.....	18,342	18.4	1.0	10	35,839
13-17.....	17,347	17.4	1.0	15	33,906
18-22.....	12,946	13.1	1.1	19	25,200
23-27.....	8,563	8.6	1.3	23	16,500
28-37.....	10,726	10.8	1.5	23	20,500
38-47.....	4,778	4.8	1.7	24	600
48-67.....	4,977	5.0	2.4	24	100
68-100.....	4,412	4.4	3.3	25	5
101-150.....	3,500	3.5	4.6	27	
151-200.....	2,157	2.2	6.3	28	
201-300.....	2,214	2.2	8.3	30	
301-400.....	936	.9	11.6	30	
401-500.....	476	.5	15.5	29	
Total.....	99,575	100.0			148,711

¹ Lawler, Eugene S. Technical aspects of the development of the national pupil-teacher index. In State Support for Public Education, National Survey of School Finance, Washington, D. C. The American Council on Education, 1933, pp. 432-433. (Distribution based on average daily attendance.)

there are no pupils at all. Such districts go through the motion of operating a school in order that the district may not be automatically abandoned by the provisions of the laws of that State.

If the data from these six States are taken as representative of the extreme smallness of the one-teacher schools of the Nation as a whole, it may be roughly estimated that there are maintained by the rural districts of the United States a total of 250 schools, each with an average attendance of 1 pupil, 750 with 2 pupils, 1,500 with 3 pupils, 2,250 with 4 pupils, and 3,000 with 5 pupils. These estimates indicate a grand total of between 7,000 and 8,000 schools maintained for an attendance of 5 or fewer pupils.

Educators generally agree that such extremely small schools cannot provide a condition favorable to a high quality of education. Despite the low quality of education provided by them, these small schools show very high per-pupil costs. Why do rural people cling so tenaciously to these very small and expensive schools? Do they see in them a bulwark of democracy? Are they the result of shifting populations? Are poor roads, isolated and inaccessible homes, harsh climate, and like factors to blame? Or is it merely a matter of inertia and conservatism born of rural isolation? Answers to these queries vary between community and community, but one thing is certain: When rural people insist upon a local school within walking distance of every home, no matter how small, how inefficient, and how expensive such schools will be, they must "pay the fiddler" in high taxes. As the techniques of education become more refined and as the Nation develops its road and transportation systems, it becomes more and

more pertinent to question whether it is good policy to continue to indulge the traditional pride in the "little red school"

and whether the total social returns from this heritage of pioneer days is worth the cost.

Electrifying Education

RESULTS of the conference between educators and broadcasters which opened on May 15 at offices of the Federal Communications Commission are of utmost importance to educators and broadcasters who have been interested in a practical approach to solve the problems involved in making the proper use of radio in education. Further information may be obtained from Mr. Herbert L. Pettey, secretary of the Federal Communications Commission, Washington, D. C.

The University of Wisconsin is broadcasting a series of programs for teachers on Visual Education in the Modern School System. This series is being broadcast over station WHA each Thursday at 4:15 p. m. by Mr. J. E. Hansen, chief, bureau of visual instruction.

Each Monday at 6 p. m. eastern standard time, the Carnegie Museum, Pittsburgh, is broadcasting over station WCAE a series of programs on the subject: How the Museum Serves the People.

Based upon an appreciation of the importance of radio broadcasting as a means of acquainting the public with better housing, the Federal Housing Administration has established a radio section which is broadcasting several series of programs over coast-to-coast networks of the National Broadcasting Co. and the Columbia Broadcasting System.

The University of Wisconsin has a loan package library on radio as a vocation which is distributed through the university extension division.

The Adult Education Council of Greater Boston (678 Massachusetts Avenue, Cambridge, Mass.) reports that it has been quite successful with the weekly series of select films which it has been running at the Fine Arts Theatre in Boston.

The Committee on Social Values in Motion Pictures has recently published its manual for discussion leaders which is entitled "Secrets of Success." Copies may be obtained from Dr. Howard M. LeSourd, Dean, Boston University Graduate School, 688 Boylston Street, Boston.

The Buffalo Museum of Science has just released a 2-reel, 16-millimeter film showing life and work at Allegany School of Natural History. This film is available for a limited number of bookings upon payment of transportation charges. Interested persons should write to the Publicity Manager, Buffalo Museum of Science, Buffalo, N. Y.

Short wave radio station WIXAL, operating on a frequency of 6,040 kc, is being used exclusively for educational broadcasts. Further information regarding these programs, which may be heard in Europe, North and South America, may be obtained from William Barber, World Broadcasting Corporation, University Club, Boston, Mass.

CLINE M. KOON

Table 2. Number of extremely small schools maintained in certain States

State	1 pupil per school	2 pupils per school	3 pupils per school	4 pupils per school	5 pupils per school	Total schools enroll- ing 1-5 pupils
1	2	3	4	5	6	7
Colorado ¹	7	14	21	27	44	113
Idaho ²						60
Illinois ²						236
Kansas ²	15	34	68	132	114	363
Minnesota ²						86
Montana ²	7	33	40	74	123	277
Nevada ¹	1	8	29	26	32	96
New York ¹	21	67	171	222	268	749
Oregon ¹	7	25	33	360	385	210
Wisconsin ²						91
Total.....	458	4181	4362	4541	4666	52,281

¹ Based on average daily attendance.
² Based on enrollment.
³ Partially estimated.

⁴ 6 States only.
⁵ 10 States.

SCHOOL LIFE

VOL. 20



NO. 9

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE
INTERIOR, OFFICE OF EDUCATION + + +

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SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, Education Index, and is recommended in the American Library Association's "Periodicals for the Small Library."

MAY 1935

PROMOTION DAY

How do school activities or events affect boys and girls? How much of an impression do they have on the average pupil? The following letter written by a sixth-grade boy to his teacher supplies the answer in at least one instance:

"It was the night before promotion. I couldn't sleep for fear I would not get promoted. In my dream I dreamed that Mrs. Burns told me I was not promoted because I had not worked hard. All of a sudden I awoke and found myself on the hard floor instead of the soft bed. At 7:30 I told my mother of my dream and she wished me luck. During the morning I was frightened for fear I was not promoted. I was at my last breath when Mrs. Burns came in and told us we were all promoted. I jumped with joy."

SCHOOL EDITION

Congratulations to the publishers of *The News-Herald* in Morganton, N. C., who on March 22 issued a 48-page School Achievement Edition. A copy of the paper was sent without charge to every home in Burke County having a child in school. More than 6,000 copies of the

special school edition were published. Copies of the interesting School Achievement issue are still available at 10 cents each. Get one and see what at least one county is doing educationally, and is reporting back to those who must support the schools.

COOPERATION

The spirit of cooperation is strikingly manifested in a recent action of 10 liberal arts colleges of the Central West. These colleges, located in Illinois, Iowa, Minnesota, and Wisconsin, have established the Midwest College Conference. The conference has published a brief but attractive bulletin which devotes two pages to a description of each college. This bulletin is intended to assist prospective students to select more wisely the college which will serve their purposes best. The conference has established an office in Chicago and there offers aid to young people, parents, and other friends of education in guiding students into the proper liberal arts college. This is a radical departure from the practices which prevail commonly among colleges in their recruiting of students.



★ THE cover design for this issue of SCHOOL LIFE is another prize drawing submitted to the Federal Office of Education in the SCHOOL LIFE cover-design contest. The design on Art Education was drawn by Miss Stuart Ross, California School of Fine Arts, San Francisco, Calif.

The picture above by Norman Todhunter of the same school, received honorable mention.

Competition in the California School of Fine Arts was carried on under the direction of Lee F. Randolph, director of the school.

See the January, February, March, and April issues of SCHOOL LIFE for other winning and honorable mention designs in the SCHOOL LIFE cover-design contest. In future issues of the journal will appear winning designs on Hobbies, Music, Art in Industry, and Adult Education.

★ History

A HISTORY of Business Education in the United States has been written by B. R. Haynes and H. P. Jackson, University of Southern California, and published by the Southwestern Publishing Co. This brief account of the rise and early development of commercial education in public and private schools on the secondary school and college levels, gives a readable summary on the history of education for commercial pursuits in this country.

My Slumber Dream

★
SWING, swing, sing, sing,
Here's my throne, and I am a queen.
Swing, sing, swing, sing,
Farewell, Earth, for I'm on a wing.

Low, high, here I fly
Like a bird through sunny sky;
Free, free, over the lea,
Over the mountain, over the sea.

Up, down, up and down.
Which is the way to slumber town?
Where, where? Up in the air!
Close your eyes; now you are there.

Soon, soon, afternoon.
Over the sunset, over the moon.
Far, far, over the bar,
Sweeping on from star to star.

Low now, now low,
Sweeping daisies with my toe;
Low, low, to and fro,
Now in slumber deep I go.

★
FRANCES SPOON
Grade 7, Gillespie Park School
Greensboro, N. C.

Education in Turkey

IN APPRAISING the Turkish educational system, it should not be forgotten that Turkey, under the Republic, has been undergoing a social and cultural revolution which has radically changed the framework of Turkish life. The revolution is still on, particularly as it affects the language. Not only has the Ministry of Public Instruction been called upon to supply a complete series of text books in the new characters, it is now facing the task of furnishing an equally complete and equally new series of text books in the new language, the dictionary of which it is hoped will be put on sale before the beginning of the next school year. To run an existing school system with reasonable efficiency is one thing; to create a school system to prepare pupils for a new life through a new language written in new characters is something very different. The latter has been the task of the Ministry of Public Instruction at Ankara. The fact that many of the results are open to adverse criticisms of detail should not blind us to the remarkable character of the achievement as a whole.

All education activities are within the jurisdiction of the Minister of Public Instruction, a cabinet member, chosen by the Prime Minister from the Grand National Assembly. No education institution may be opened or operated without his authorization. His jurisdiction in matters of curricula, determination of scholastic standing, etc., extends even over certain higher institutions that, for technical and administrative reasons, are not directly subordinate to the Ministry of Public Instruction.

The Ministry's central organization at Ankara consists of an undersecretariat, the Council of Public Instruction, National Board of Education and Training, Board of Inspectors, Directorates General of Higher, Secondary, Primary, and Professional and Technical Education; and the Directorates of Personnel, Museums (Archeology), Libraries, School Museums, Construction, Equipment, and Archives. Locally, a director of public instruction is appointed by the Minister

★ THE American Embassy at Istanbul Describes School System Under Jurisdiction of the Minister of Public Instruction ¹

for each of the 59 vilayets into which Turkey is divided. He administers directly all the elementary schools in his vilayet; schools of secondary and higher grade are handled by the central ministry.

The Turkish organization of instruction by age of pupils and the number of years required to complete the different levels is shown below. In the higher education stage, the number of years required naturally depends on the curriculum selected.

Age	Type of school	Education	
4.....	Kindergarten (only in a few large cities).	Primary education.	
5.....			
6.....			
7.....	Elementary school (compulsory and gratuitous).		
8.....			
9.....			
10.....	High schools.....	Secondary educa- tion.	
11.....			
12.....			
13.....	Lycées.....		
14.....			
15.....			
16.....		Higher education.	
17.....			
18.....			
19.....			
20 to 22.....			

Secondary education is not limited to high schools and lycées; it includes also normal schools, village normal schools, normal schools for music, trade schools, commercial schools, agricultural schools, the naval and military academies, and professional schools maintained by certain ministries to train personnel such as health officers, minor judicial personnel, tax officials, policemen, post officials, surveyors, and mechanics.

After completion of each of the grades of education indicated above, a certificate is granted which entitles the holder to admission to the next higher grade. A high-school graduation certificate also includes the privilege of admission to

Government service. Nevertheless the number of Government posts open only to lycée graduates is steadily increasing. Only holders of the baccalaureate in arts or sciences are admitted to institutions of university rank. This degree is conferred after a successful examination, held in the presence of Government examiners to which only those who have completed the third year of an institution of lycée standing are admitted. Hence a graduation certificate from a nonofficial educational institution of lycée standing no longer entitles its holder to admission to the Turkish University or schools of equivalent rank. The graduates of such schools are required to pass the official baccalaureate examination before they may be matriculated.

The curriculum for the lycée which, the reader will note, holds a place somewhat similar to the senior high school in the United States, is the same for all pupils during the first 2 years. In the third year a choice may be made between two lines; science and literature. The subjects of study with the hours a week are:

Subjects	Class			
	I	II	III	
			Scientific	Literature
	Hours	Hours	Hours	Hours
Literature.....	3	3	2	5
Philosophy and sociology.....		2	2	6
History.....	2	2	2	3
Geography.....	2	2	1	1
Mathematics.....	5	4	9	2
Geology.....	3	2	1	1
Physics.....	3	2	2	1
Chemistry.....	3	2	2	1
Foreign languages.....	8	8	7	8
Physical training.....	1	1	1	1
Military training.....	1	2	2	2
Civics.....	1	1		
Laboratory.....	2	3	3	3

[Continued on page 214]

¹ Report shortened for SCHOOL LIFE by Dr. James F. Abel, Chief, Foreign School Systems Division.

F. F. A. Bulletin Board

ON THE second Monday of each month the Farm and Home Hour, 12:30 to 1:30 eastern standard time, is given over to the Future Farmers of America, the National organization of boys studying vocational agriculture in high schools, which is sponsored by the Federal Office of Education. One regular feature of these programs is the Bulletin Board of the F. F. A. news presented by W. A. Ross, national executive secretary. Beginning with this issue, *SCHOOL LIFE* takes pleasure in printing this F. F. A. radio bulletin news.—*Editor*.

National

The national officers of the F. F. A. came to Washington this week to transact business for the organization. The eighth national convention is being planned and will take place at Kansas City next October at the time of the American Royal Livestock Show. These officers are: Andrew Sundstrom, Beresford, S. Dak., president; Leonard Arrington, Twin Falls, Idaho; C. A. Duplantis, Jr., Houma, La.; John Reisz, Owensboro, Ky.; and George Myers, State College, Pa., vice presidents, and Jacques Waller, Plant City, Fla., student secretary.

The chapter contest is getting under way. A State is entitled to enter every chapter if desired, and then send in September 1 the accomplishments of the three most outstanding chapters. Louisiana has the largest number of entries in to date—67 in all.

President Andy Sundstrom is going to visit the State conventions in the Far Western States in the next 2 months; not stopping at the coast either, for he will cross the Pacific and mingle with the members in Hawaii. Those Far Western States were so anxious to have their president make the trip that they put up nearly \$300 from their association funds, with Hawaii contributing an extra \$150 to make the president's trip over there possible.

New Jersey

Young poultrymen of the Rancocas F. F. A. Chapter located at Mount Holly in the "Garden State" believe it pays to protect poultry against thieves. As a preventive measure, 12 chapter members applied some time ago to the State police for registration numbers, and the chapter purchased a tattooing ma-

chine. Each one of the boys paid a small sum for marking his birds with this machine as a means of identification. Not a single bird has been lost since the practice was started, the tattooing machine is paid for, and the boys are offering their services to other poultry farmers in the community, all of which proves that one bird safely in the hen house is worth any number in the hands of thieves.

Montana

A local dairy herd improvement association has been formed by the Gallatin Chapter, with 24 chapter members signed up, and a total of 189 cows to be tested monthly. A different member of the chapter will do the testing each month. By keeping accurate records of milk produced and feed consumed by each cow, and by testing for butter-fat content regularly, the boys plan to eliminate unprofitable cows from their dairy herds.

(Continued on page 214)

Measurement Today

MORE than ever, psychologists and educators are becoming concerned with the guidance of students as a separate activity contrasted with instruction. One phase of this problem is the admission and guidance of entering college students. A new bulletin of the Office of Education (Bulletin No. 15, 1934, Prediction of Success in College; price 10 cents, from the Superintendent of Documents, Washington D. C.) brings together some of the results of investigations and the methods of research applicable to this problem of college guidance.

There has been much written about and some experimentation with, ability grouping in the United States. Discussions in this field seem to have evolved more heat than in other fields of education. It is with some pleasure, therefore, that we have read the volume, *Ability Grouping—Recent Developments in Methods of Class-Grouping in the Elementary*

Schools of the United States, written by Dr. H. S. Wyndham, a lecturer in education at Teachers College, Sydney, Australia, and published by the Melbourne University Press. This book is a study made of practices of grouping in this country and the discussions which have been waged around the issue. Other things being equal, it may be presumed to be as impartial or unprejudiced an account as could be given of the subject due to the foreign residence of the author.

The volume first traces the growth of various plans of individualizing instruction and grouping of pupils. Then it cites the evidence for and against ability grouping as found by investigators, critically analyzing the importance of the various contributors. It then attacks the various theoretical aspects of the problem.

Several aspects of the problem are brought out in this study which thinkers on this problem in this country have neglected. For example, it is pointed out that the practice of experimental or demonstration schools and the evidence from experimentation in such schools are not in this case to be taken as representing normally the possibilities for public schools. It is pointed out that said experimental or demonstration schools usually have provision for individualized teaching and have very well trained teachers, and therefore the possibilities in such schools for abandoning ability grouping are quite different from those in the public schools. In concluding the consideration of this point Wyndham states: "Some of the most heated debates upon this problem have arisen from a failure to distinguish between experimental and ordinary schools in terms of their relative responsibilities and possibilities. The close dependence of the ordinary schools upon the public purse has already been pointed out; on the other hand, the relatively unhampered conditions of the experimental and private schools give them the opportunity and responsibility of pioneering new methods. The hope of the future depends upon the extent to which those new methods can be applied to general practice. Debate is useless over practices which, excellent in themselves (i. e., in this case the highly individualized instructional methods used), cannot be applied to schools attended by the children of John Doe. The experimental schools have a great contribution to make, but their representatives should be careful to refrain from speeding their climb to the heights by administering gratuitous kicks to other climbers who, by their unwieldy bulk, must perforce rest awhile on a lower ledge."

DAVID SEGEL

Educators' Bulletin Board



Meetings

- AMERICAN ASSOCIATION FOR ADULT EDUCATION. Milwaukee, Wis., May 20-22.
- AMERICAN ASSOCIATION OF UNIVERSITY WOMEN. Los Angeles, Calif., June 24-29.
- AMERICAN CHILD HEALTH ASSOCIATION. Iowa City, Iowa, June 19-22.
- AMERICAN FEDERATION OF ORGANIZATIONS FOR THE HARD OF HEARING. Cincinnati, Ohio, June 2-6.
- AMERICAN HOME ECONOMICS ASSOCIATION. Chicago, Ill., June 24-28.
- AMERICAN LIBRARY ASSOCIATION. Denver, Colo., June 24-29.
- AMERICAN OPTOMETRIC ASSOCIATION. Miami, Fla., July.
- AMERICAN PHARMACEUTICAL ASSOCIATION. Portland, Oreg., August.
- ASSOCIATION OF CHILDHOOD EDUCATION. Swampscott, Mass., June 27-30.
- INTERNATIONAL FEDERATION OF TEACHERS ASSOCIATIONS. Oxford, England, August 10-17.
- IOWA CONFERENCE ON CHILD DEVELOPMENT AND PARENT EDUCATION. Iowa City, Iowa, June 17-19.
- MATHEMATICAL ASSOCIATION OF AMERICA. Ann Arbor Mich., September.
- NATIONAL ASSOCIATION FOR NURSERY EDUCATION. St. Louis, Mo., October 31-November 2.
- NATIONAL CONGRESS OF COLORED PARENTS AND TEACHERS. Tallahassee, Fla., July 28-31.
- NATIONAL EDUCATION ASSOCIATION. Denver, Colo., June 30-July 5.
- Departments: National Council on Education, Administrative Women in Education, Adult Education, Art Education, Business Education, Classroom Teachers, Deans of Women, Educational Research, Elementary School Principals, Kindergarten-Primary Education, Lip Reading, Music Education, Rural Education, School Hygiene and Physical Education, Science Instruction, Secondary Education, Secondary School Principals, Social Studies, Special Education, Supervisors and Directors of Instruction, Supervisors and Teachers of Home Economics, Visual Instruction, and Vocational Education.
- NATIONAL TUBERCULOSIS ASSOCIATION. Saranac Lake, N. Y., June 24-27.
- NEW ENGLAND HEALTH EDUCATION ASSOCIATION. Cambridge, Mass., May 31 and June 1.
- NEW YORK STATE TEACHERS ASSOCIATION. Hempstead, Long Island, N. Y., October 11.
- THIRD CONFERENCE ON BUSINESS EDUCATION. Chicago, Ill., June 27 and 28.
- WORLD FEDERATION OF EDUCATION ASSOCIATIONS. Oxford, England, August 10-17.

MARGARET F. RYAN

Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan, is as follows:

CLARKE, LEOTA B. The need and possibilities for vocational guidance for girls at McKinley high school, Canton, Ohio. Master's, 1933. University of Michigan. 71 p. ms.

DICKERT, EDDIE. An analysis and comparison of junior high school mathematics syllabi with respect to curriculum procedures. Master's, 1934. George Washington university. 33 p. ms.

HESTON, FRANCIS M. A survey of college surveys. Doctor's, 1933. Teachers college, Columbia university. 229 p.

JENKINS, CLIFFORD N. The value of the standard graduation examination for elementary schools as a means of predicting success of pupils in certain high school subjects. Master's, 1934. Pennsylvania State college. 41 p. ms.

MILLS, G. KEPLER. The comparison of illnesses of athletes and a like number of nonathletes at the University of Michigan. Master's, 1933. University of Michigan. 60 p. ms.

NELSON, AGNES C. A comparative study of achievement in French in the junior and senior high school. Master's, 1934. George Washington university. 49 p. ms.

POOLEY, ROBERT C. Grammar and usage in textbooks on English. Doctor's, 1932. University of Wisconsin. 172 p.

SHEFFER, WILLIAM E. The cooperative school area in Kansas. Doctor's, 1933. Teachers college, Columbia university. 122 p.

SODERSTROM, LAVERN W. A study of the child-accounting forms of 24 second-class city schools in Kansas. Master's, 1934. University of Kansas. 92 p. ms.

STRAYER, GEORGE D., jr. Centralizing tendencies in the administration of public education; a study of legislation for schools in North Carolina, Maryland, and New York since 1900. Doctor's, 1934. Teachers college, Columbia university. 123 p.

TALBERT, KATHRYN M. The preparation of teachers who are directing dramatic activities in the high schools of West Virginia. Master's, 1934. West Virginia university. 88 p. ms.

TEMPLETON, BESS R. Study of personnel information from high school to college: a study of the use and value of subjective personnel information obtained from the high-school counselors or teachers in counseling freshman students in a large university. Master's, 1934. Syracuse university. 149 p. ms.

TODD, CHARLES F. A 10-year school building program for Syracuse, N. Y. Master's, 1934. Syracuse university. 105 p. ms.

UNZICKER, CECILIA E. An experimental study of the effect of the use of the typewriter on beginning reading. Doctor's, 1933. Teachers college, Columbia university. 95 p.

VOTAW, DAVID F. The influence of the state on public-school plant facilities. Doctor's, 1932. Stanford university. 180 p. ms.

WAGNER, MAZIE E. Prediction of college performance: the relation of college performance: the relation of general and specific college achievement to previous academic performance, "intelligence" scores, and subject content scores. Doctor's, 1934. University of Buffalo. 78 p.

RUTH A. GRAY

New Books and Pamphlets

Tercentenary Publications

Celebrating the 300th Anniversary of High School Education in America. v. 26, no. 4, Feb. 23, 1935, issue of Scholastic, The National High School Weekly. Pittsburgh, Pa., Scholastic, 1935. 128 p. illus. 50 cents.

A pictured historical review of the American high school from 1635 to 1935. "Celebration Aids" listed on p. 128.

The Tercentenary Celebration Number, 1935. Bulletin of the Department of Secondary School Principals of the National Education Association. Proceedings of the 19th annual meeting. Chicago, Pub. by the Dept., 1935. 180 p. \$2 (\$1 to members of the Department).

Papers on the history, development, and present problems of secondary education.

Special Tercentenary Packet. Washington, National Education association, Division of publications, 1935. 50 cents.

Contains pageants, material for classes, clubs, assemblies, commencements, and plans for making the celebration an integral part of the school work.

Modern Problems

New Frontiers of Democracy, the story of America in transition, by E. E. Lewis and M. M. Chambers. Columbus, O., American Education Press, Inc., [1935] 96 p. illus. 35 cents. (Single copy).

A graphic summary of what the national government has done in the past two years. Arranged in units for junior and senior high school classes in social science.

Foreign Trade and the Worker's Job, by Helen Hill. Boston, New York, World Peace Foundation, 1935. 40 p. 10 cents. (Popular Pamphlets on World Problems, no. 1.)

Nontechnical treatment of a current world problem for the American worker.

School Dictionary

The Thorndike-Century Junior Dictionary, by E. L. Thorndike. Chicago, Scott, Foresman and Company [1935] 970 p. illus. \$1.32.

A dictionary for the elementary pupil, with simple, direct definitions, adapted to the child's background of experience.

SUSAN O. FUTTERER

Summer Teacher-Training

FOR THE information of teachers in the vocational education fields *SCHOOL LIFE* presents a list of Federally-aided teacher-training institutions offering summer courses in the field of vocational education. The courses offered by these institutions are indicated in parentheses in each case.

The length of summer sessions in the different institutions varies. In general, however, summer session courses start the first week in July and continue for 6 weeks. Some institutions offer a 12 weeks' course, while in others the summer program is divided into 2- and 3-week periods. Lack of space makes it impossible to give the details as to opening and closing dates of summer session classes. All of this information, however, may be secured by addressing the director in charge of the summer session programs at any of the institutions listed.

It is understood, of course, that these institutions offer subject matter in other fields than the ones designated in the list below. This information may be secured also from the summer session catalog.

Under the terms of the National Vocational Education Act, passed in 1917, the cooperative plan of promoting vocational education within the States provided for Federal subsidy to help carry on training courses for the preparation and improvement of teachers. In some instances this work is carried on directly through State boards for vocational education. In other States the work is conducted at designated institutions. The program of teacher training is carried on throughout the year, as well as during the summer. The enrollment in these classes has grown from 6,589 in 1918, the first year in which the Smith-Hughes Act was in operation, to 15,982 in 1934, divided as follows: Agriculture, 2,386; trade and industrial, 7,960; and home economics, 5,636.

It may be well to call attention to the fact that other institutions than those here listed offer summer teacher-training courses in vocational education. Such institutions, however, do not receive Federal grants for this purpose.

Those interested in securing a list of institutions offering summer courses of all types, general and vocational, both for teachers and those in other professions, should consult a copy of Bulletin 1935, No. 1, Part 3, entitled "Colleges and Universities", published by the Federal Office of Education.

Institutions Offering Courses

Agricultural and Mechanical College of Texas, College Station, Tex. (Agriculture, trade, and industry.)
Agricultural and Technical College of North Carolina, Raleigh, N. C. (Agriculture, home economics.)
Alcorn A. and M. College, Alcorn, Miss. (Negro.) (Agriculture, home economics.)

Bell State Teachers' College, Muncie, Ind. (Home economics.)

Clemson Agricultural College, Clemson College, S. C. (Agriculture, home economics.)

College of William and Mary, Williamsburg, Va. (Home economics.)

Colorado Agricultural College, Fort Collins, Colo. (Agriculture, trade and industry, home economics.)

Cornell University, Ithaca, N. Y. (Agriculture, home economics, trade and industry; vocational education, general.)

Fitchburg Teachers College, Fitchburg, Mass., conducted in direction of State Division of Vocational Education. (Trade and industry, home economics.)

Georgia Normal and Agricultural College, Albany, Ga. (Negro.) (Home economics.)

Illinois State Normal University, Normal, Ill. (Trade and industry, home economics.)

Indiana University, Bloomington, Ind. (Home economics.)

Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa. (Agriculture, trade and industry, home economics.)

Kansas State College of Agriculture and Applied Science, Manhattan, Kans. (Agriculture.)

Kansas State Teachers College, Pittsburg, Kans. (Trade and industry, home economics.)

Keene Normal School, Keene, N. H. (Trade and industry, home economics.)

Massachusetts State College, Amherst, Mass. (Agriculture.)

Miami University, Oxford, Ohio. (Home economics.)

Michigan State College of Agriculture and Applied Science, East Lansing, Mich. (Agriculture, home economics.)



ses in Vocational Education

Mississippi State College, State College, Miss. (Agriculture.)
Mississippi State Teachers' College, Hattiesburg, Miss. (Home economics.)

State University, Columbus, Ohio. (Agriculture.)
Thomas A. and M. College, Stillwater, Okla. (Agriculture, trade and industry, home economics.)
Oregon State Agricultural College, Corvallis, Oreg. (Trade and industry, home economics.)
Oswego State Normal School, Oswego, N. Y. (Agriculture, trade and industry.)

Pennsylvania State College, State College, Pa. (Agriculture, trade and industry, home economics.)
Purdue University, LaFayette, Ind. (Agriculture, trade and industry, home economics.)

Houston Teachers College, Huntsville, Tex. (Agriculture, trade and industry, home economics.)
Iowa State Teachers College, San Jose, Calif. (Agriculture.)
University of Washington, Pullman, Wash. (Agriculture, trade and industry, home economics.)
University of Wisconsin, Madison, Wis. (Agriculture, trade and industry, home economics.)
University of Wisconsin, Madison, Wis. (Agriculture, trade and industry, home economics.)
University of Wisconsin, Madison, Wis. (Agriculture, trade and industry, home economics.)
University of Wisconsin, Madison, Wis. (Agriculture, trade and industry, home economics.)

University of Connecticut. Conducted on Yale University campus, New Haven, Conn. (Trade and industry.)

University of Akron, Akron, Ohio. (Trade and industry.)
University of Alabama, University, Ala. (Trade and industry.)
University of Arkansas, Fayetteville, Ark. (Agriculture, trade and industry, home economics.)
University of California, Los Angeles, Calif. (Trade and industry, home economics.)
University of Cincinnati, Cincinnati, Ohio. (Trade and industry.)
University of Hawaii, Honolulu, T. H. (Agriculture.)
University of Kansas, Lawrence, Kans. (Home economics.)

University of Kentucky, Lexington, Ky. (Agriculture, trade and industry, home economics.)

University of Maine, Orono, Maine. (Home economics.)

University of Pennsylvania, Philadelphia, Pa. (Vocational education, general.)

University of Pittsburgh, Pittsburgh, Pa. (Vocational education, general.)

University of Tennessee, Knoxville, Tenn. (Agriculture, trade and industry, home economics.)

University of Texas, Austin, Tex. (Trade and industry, home economics.)

University of Toledo, Toledo, Ohio. (Vocational education, general.)

The Pictures

1. University of Alabama, University, Ala. 2. University of Akron, Akron, Ohio. 3. Stout Institute, Menominee, Wis. 4. Purdue University, LaFayette, Ind. 5. University of Kentucky, Lexington, Ky. 6. Michigan State College, East Lansing, Mich. 7. University of Pennsylvania, Philadelphia, Pa. 8. University of Alabama, University, Ala. 9. University of Texas, Austin, Tex. 10. Colorado State College, Fort Collins, Colo. 11. University of California, Los Angeles, Calif. 12. University of Wisconsin, Madison, Wis. 13. Kansas State College, Manhattan, Kans. 14. University of Wisconsin, Madison, Wis. 15. University of Kentucky, Lexington, Ky. 16. Colorado State College, Fort Collins, Colo. 17. University of West Virginia, Morgantown, W. Va. 18. University of California, Los Angeles, Calif. 19. Kansas State Teachers' College, Pittsburg, Kans. 20. Oswego State Normal School, Oswego, N. Y. 21. State Teachers' College, Harrisonburg, Va. 22. Oregon State College, Corvallis, Oreg. 23. Pennsylvania State College, State College, Pa.

The Office of Education appreciates the fine response to the request for photographs from Federally-aided teacher-training institutions offering summer courses. We regret space does not permit use of more illustrations.

University of Utah, Salt Lake City, Utah. (Home economics.)
University of Vermont, Burlington, Vt. (Trade and industry, home economics.)

University of Washington, Seattle, Wash. (Trade and industry.)
University of Wisconsin, Madison, Wis. (Agriculture, trade and industry, home economics.)

Virginia Polytechnic Institute, Blacksburg, Va. (Agriculture.)
Virginia State College for Negroes, Petersburg, Va. (Negro.) (Agriculture, home economics.)

West Virginia State College, Institute, W. Va. (Negro.) (Agriculture, trade and industry, home economics.)

West Virginia University, Morgantown, W. Va. (Agriculture, trade and industry, home economics.)

Western Illinois State College, Macomb, Ill. (Home economics.)
Winthrop Normal and Industrial College, Rock Hill, S. C. (Home economics.)

Woman's College of the University of North Carolina, Greensboro, N. C. (Home economics.)



The Vocational Summary



SIX specialists in the field of vocational education, appointed by the Secretary of the Interior, on the recommendation of United States Commissioner of Education, John W. Studebaker, are preparing manuals and instructional outlines which will be available for use by educational advisers and teachers in the C. C. C. Camps. These men, who have been working in the Office of Education since April 1, under the direction of Dr. J. C. Wright, assistant commissioner for vocational education, and in cooperation with Dr. C. S. Marsh, educational director for C. C. C. Camps, are: M. R. Bass, assistant director, William Hood Dunwoody Institute, Minneapolis, chairman; Ray L. Martin, teacher trainer for trade and industrial education, University of Texas; C. E. Hedden, formerly State supervisor of trade and industrial education in Pennsylvania; G. A. Glycer, coordinator of part-time schools, Wilmington, Del.; Wayne A. Adams, formerly teacher of vocational agriculture, New Mexico; William M. Elam, teacher of vocational agriculture, Taylor, Tex.

In connection with the analysis and preparation of teaching material for camp educators, this committee, over a period of three months, will confer with commanding officers, educational advisers, teachers, and individual enrollees in C. C. C. Camps in different sections of the country.

Requests have been made by C. C. C. camp educational advisers for teaching manuals on agriculture, forestry, auto repair, auto electricity, carpentry, elementary bridge construction, house wiring, masonry, mechanical drawing, concrete construction, photography, radio servicing, surveying, and cooking.

Homecrafts

A revival of homecrafts in Virginia is recommended by Hunsdon Cary, a Richmond attorney, in an engaging pamphlet, *Old Home Crafts and New Economics*. He advocates formation of homecrafts associations in every county in Virginia, similar to those in existence in Sweden, New Hampshire, and North Carolina. In addition, Mr. Cary envisions a central office in Richmond or some other city

"to look out for the common welfare of the county associations." He calls attention to the fact that the idea of reviving homecrafts in Virginia meets with the approval of State Superintendent of Public Instruction Sidney B. Hall, and "fits into his plans by furnishing an outlet not now provided by the educational system of the State." Through the Shenandoah Community Workers, a Virginia handcraftsmen's organization, he points out, what was once a poverty-stricken mountain community has been transformed in the space of 4 short years into a thriving, self-supporting area. Citing the



John B. McClelland, newly appointed specialist in agricultural education, Federal Office of Education.

contribution which homecrafts have made to national prosperity in Sweden, Mr. Cary shows how the handcrafts movement there arose from necessity. He shows how it has been promoted, how it has spread, the universal interest of people in revival of homecrafts, its influence upon life of the people, kinds of articles produced, and the immense popularity and sale these articles have attained.

Teacher study

State supervisors of vocational education in home economics, teacher trainers, and teachers will be interested in a teacher-improvement study recently completed by the State Department of Education for Indiana. The purposes of this study as outlined in Miscellaneous Publication 1635, vocational education division, Federal Office of Education, were four-fold: (1) To discover the more common difficulties which prevent good teaching in home economics; (2) to locate difficulties peculiar to the teaching of particular subjects; (3) to locate the difficulties of individual teachers; and (4) to make a study of the extent and effectiveness of means used to help the teacher, and discover new means. Probable causes of teacher difficulties are listed as: (1) Failure to set up goals; (2) failure to make use of best teaching method; (3) lack of skill in use of teaching method; (4) inadequate preparation; (5) lack of teaching facilities; (6) limited experience and training in using best methods; (7) inadequate knowledge of subject matter; and (8) inadequate vocational experience. Results of the study are both instructive and enlightening.

Out-of-school youth

The eagerness with which out-of-school farm youth embrace the opportunity to attend school and get instruction in agriculture and allied subjects, is illustrated in an Arkansas county. The vocational agriculture teacher in this county has organized out-of-school youth schools in 11 centers, with a total enrollment of 365 boys and girls ranging in age from 15 to 26. In the report of his out-of-school program, the teacher in this county says: "Other places are asking us to come but we are carrying as much as we can handle now. Our classes are composed of both boys and girls. Our meetings open with group singing. The boys then retire to one room for discussion on an agricultural subject, while my wife and the F. E. R. A. teacher in the district discuss home economics subjects with girls." The cases of some of these out-of-school farm youth are pitiful, R. B. Smith, assistant supervisor of vocational agriculture for Arkansas declares.

Textile workers retrained

A creditable piece of unemployment relief work has been in operation in the Paterson (N. J.) trade school during the past year. Adult textile workers, thrown out of employment as a result of the introduction of new warp twisting machinery, and others threatened with unemployment, have been gathered into classes specially organized for them. Here they have been given systematic instruction by a service man employed by the concern which produces and rents the new machines, and who is therefore interested in securing workers who can make effective use of these machines. In this way the warp twisters already employed have been able to retain their jobs, and unemployed twisters have their old jobs back again. Attention is drawn by the Paterson school to the fact that these adult workers were trained in the same department with younger pupils, without any administrative difficulties.

New teaching material

Dr. Roy W. Roberts and Dr. L. L. Scranton were appointed to the staff of the Federal Office of Education April 1 for a period of 3 months to prepare subject matter for use as teaching material in vocational agriculture programs. "This instructional material", said Dr. John W. Studebaker, United States Commissioner of Education, in announcing these appointments "is needed in both the regular and emergency teaching programs in vocational agriculture."

Among the subjects on which instructional matter will be prepared are the following: Farm mechanics, soil improvement, use of motion pictures in teaching vocational agriculture, use of interpretive science in teaching agriculture, improving the farmstead and farm home, soil erosion, and rural rehabilitation.

Dr. Scranton is in charge of teacher training in vocational agriculture in North Dakota Agricultural College, Fargo, N. Dak., and Dr. Roberts is assistant professor of agricultural education, University of Arkansas, Fayetteville, Ark.

Housemaids learn

Prospective and employed housemaids in St. Louis, Mo., are learning many things they didn't know before about their jobs—things which probably many housewives themselves have never learned. They are learning these things at the Hadley Vocational School. In cooperation with the Missouri State Board for Vocational Education this institution has set up a course in which 18 girls—selected by the Missouri branch of the Federal

Employment Service in charge of Miss Betty Inman—are receiving instruction.

In a kitchen, dining room, living room, and bedroom set aside for the purpose at the school, these girls are learning something new about even the smallest duties of a housemaid. They are learning, for example, how to wash dishes at the proper temperature; how to take care of silver, dishes, and kitchen utensils; make beds properly; clean electric and gas ranges; care for rugs, woodwork, and furniture; and for hardwood, tile, and linoleum floors. They get instruction on use and care for electrical equipment, such as toasters, waffle irons, and mixers; answering the telephone and doorbell; and bathing and feeding babies. Finally, when unemployed girls in these classes have been



Miss Susan M. Burson, newly appointed agent for special home economics groups, Federal Office of Education.

so trained, they will be, with Miss Inman's help, placed and followed up in employment. "Girls graduated from this course", Miss Inman says, "will be able to command a higher wage since they will have acquired a knowledge and technic for which employers will be willing to pay."

Similar courses for Negroes will be opened in September at the Hadley School.

F. F. A. orators

Each year members of the Future Farmers of America, national organization of boys studying vocational agriculture in

the United States, "take to the hustings", in the annual public-speaking contests sponsored by their organization. Only those who have emerged victorious from local, sectional, and State contests are eligible for the honor of competing in the national contest held in connection with the annual convention of the F. F. A. in Kansas City. Nor do mere subjects frighten them. Here are some of the subjects from which F. F. A. members will choose in an attempt to show their public-speaking prowess this year: (1) Equalization of Taxes as a Farm Relief Measure; (2) The Present and Future of American Farming; (3) Education's Contribution to a Balanced Farm Living; (4) Does Controlled Land Utilization Hold the Key to Present Farm Problems?; (5) Tariffs and Their Relation to the American Farmer; (6) The Back-to-the-Land Movement. There are others just as complicated and as brain-taxing.

New staff members

Two new appointments to the staff of the Office of Education have been made during the past month. Miss Susan M. Burson has been appointed agent for special groups, home economics; and Mr. John B. McClelland, specialist in agricultural education for part-time and evening schools.

Miss Burson, who is a graduate in home economics from the University of Georgia and holds a master's degree from Teachers College, Columbia University, was formerly State supervisor of home economics for North Carolina. Previous to her service in North Carolina, Miss Burson was successively supervising teacher in home economics, University of Georgia; assistant State supervisor of home economics for Georgia; and in charge of teacher training in home economics, University of Georgia. Miss Burson's experience includes also summer school teaching periods at the University of Georgia and the Woman's College of North Carolina.

Mr. McClelland is a graduate in agriculture from Ohio State University, from which institution he received the degree of master of science in education. Following graduation he spent 4 years at Ohio State in teacher-training work in agriculture. Subsequently, he served 8 years as assistant State supervisor of agricultural education in Ohio, in which position he had charge of work in part-time and evening schools. For the past year Mr. McClelland has been in charge of the Federal emergency education for adults in Ohio.

CHARLES M. ARTHUR

Education Bills Before Congress

FEDERAL aid to education received considerable attention by Congress during the past month. During the consideration in the Senate of the Emergency Relief Appropriation Act of 1935, Senator Neely, of West Virginia, offered an amendment intended to earmark \$500,000,000 for school buildings, which amendment failed of adoption. Senator Cutting, of New Mexico offered, an amendment, which was adopted by a large majority on the floor of the Senate, providing \$40,000,000 for the maintenance of schools in the States during the remainder of the present school year. This amendment was stricken from the joint resolution in conference between the two Houses of Congress. However, the joint resolution as finally passed and approved by the President provides the sum of \$300,000,000 for "assistance for educational, professional, and clerical persons", under which assistance can be given to teachers, and \$900,000,000 for public projects, in the form of loans or grants or both, which may be used for the erection of public school buildings if approved by the President. The act authorizes the President to increase these amounts if he finds it necessary to do so in order to effectuate the purpose of the act.

In the House of Representatives the Committee on Education held extended hearings on bills providing for aid to education in the States, but at this writing no report has been made on any of the numerous bills pending before that committee.

Action on bills in Congress during the past month is as follows:

Federal aid to education—Grants

Senate bill 2228.—Same as House bill 6123 and Senate bill 2022 (see SCHOOL LIFE April 1935) except that it authorizes additional annual appropriations for agricultural research work in agricultural experiment stations amounting to \$1,000,000 for the year ending June 30, 1936, and for each of the 4 fiscal years thereafter \$1,000,000 more than for the preceding year, and \$5,000,000 for each year thereafter to be allotted to the States and Territories on the basis of farm population (introduced Mar. 12, 1935,

★ SUM OF \$300,000,000 to Provide Assistance for Educational, Professional, and Clerical Persons Approved; Other Bills Acted on During Month—By Lewis A. Kalbach

by Mr. Bankhead, of Alabama, and referred to Committee on Agriculture and Forestry).

Senate bill 2247.—Conveys to University of New Mexico for archaeological purposes certain unappropriated lands in fractional section 30, township 13 north, range 4 east, New Mexico principal meridian (introduced Mar. 14, 1935, by Mr. Hatch, of New Mexico, and referred to Committee on Public Lands and Surveys).

House bill 6871.—Same as Senate bill 2247 above (introduced Mar. 20, 1935, by Mr. Dempsey, of New Mexico, and referred to Committee on Public Lands).

Senate bill 2384.—Makes annual appropriations for cooperation with the States in the promotion of conservation education in the public elementary schools, high schools, colleges, and universities, and in the preparation of teachers, supervisors, and directors of conservation subjects, as follows, to be allotted to States on basis of population provided no State shall receive less than certain specified amounts:

For salaries, of teachers supervisors, and directors of conservation subjects on natural resources—

		Additional appropriation to provide minimum to State
1936.....	\$1,000,000	\$114,000
1937.....	1,500,000	80,000
1938.....	2,000,000	58,000
1939.....	2,500,000	46,000
1940.....	3,000,000	39,000
1941.....	3,500,000	33,000
1942.....	4,000,000	28,000
1943.....	5,000,000	99,000
1944 and annually there- after.....	6,000,000	77,000

For preparation of teachers, supervisors, and directors of conservation subjects on natural resources—

		Additional appropriation to provide minimum to State
1936.....	\$500,000	\$46,000
1937.....	700,000	32,000
1938.....	900,000	24,000
1939 and annually there- after.....	1,000,000	90,000

The bill follows very closely the provisions of the Vocational Education Act of 1917 and requires the States or local communities to match dollar for dollar the funds provided by the Federal Government. The administration of the act is placed in the Federal Office of Education to which is given power to approve or disapprove State plans (introduced Mar. 26, 1935, by Mr. Copeland of New York and referred to Committee on Education and Labor).

House bill 6955.—Authorizes the use for the remainder of the fiscal year 1935 of the sum of \$25,000,000 of any funds appropriated for carrying out the purposes of the Federal Emergency Relief Act of 1933 to be allotted to the States, Territories, and the District of Columbia on the basis of need to assist them in the maintenance of schools of less than college grade; the funds to be disbursed by the F. E. R. A. upon certification of the United States Commissioner of Education (introduced Mar. 22, 1935, by Mr. Deen of Georgia and referred to Committee on Education).

House bill 6959.—Authorizes the allocation of \$200,000,000 out of the \$4,000,000,000 provided in the Works Relief Act to aid public schools and other public educational institutions in the States and the District of Columbia on the basis of population and area, in ratio of 60 percent on the basis of area and 40 percent on the basis of population. Said money is to be used in the construction and equipment of buildings, to provide books and other necessary supplies to students, and to pay salaries of teachers. The funds shall be expended under the direction and super-

[Continued on page 213]

Education of Uncle Sam's Tenants

UNDER date of April 8 the Associated Press reports that 400 young men from relief camps and approximately 200 picked families will sail from Seattle on April 20, the first contingent of modern pioneers who will carve new homes in the fertile Matanuska Valley of Alaska. The Federal Government through the F. E. R. A. is responsible for this pioneering, which in the end will provide each family with a 40-acre tract and give them a drawing account of \$3,000 to be repaid in 30 years. The valley of more than a million acres to which they are going is said by Government experts to be one of the most fertile in the world. Its new residents have been selected by Government investigators for their previous success in earning a living, for their physical hardihood and for other prerequisites it is considered residents in this new territory should have. If this experiment is a success it is expected that hundreds of other families will be taken north from marginal and submarginal lands in the States to cultivate the fertile areas in Alaska and to form permanent settlements there.

School-minded persons immediately begin to wonder what provisions will be made in a new country for the children of these pioneering families. Taxes will not, at least for some time, be available for school support. Nearby districts will probably have insufficient funds to take care of an influx of that number of children. Will school facilities have to be provided through contributions of the different families on the project?

This situation is typical of a number of Federal emergency projects of the last few years which have brought about problems in the education of adults as well as children. For example, rural rehabilitation and land-settlement projects help rural families on marginal or submarginal lands to acquire new homes in more productive areas. When they move into these more fertile districts, schools for children are not ordinarily available. Local resources in small rural districts cannot be expanded to take care of large numbers of additional children. The families moving into the new district do not have resources sufficient to pay tuition or to establish new schools. The

★ ASSISTANT Commissioner of Education, Bess Goodykoontz, Explains Why Provision of Education for Children on 148 Federal Projects Is a Critical Problem

property on to which they move is federally owned and frequently does not become taxable for a long period of years. The following letter from a school official illustrates the problem:

Our school district has a serious problem on its hands as a result of the Federal land-settlement program on the new land under the Vale project. The new families that came in during the past year now seem to have more children of school age than they have dollars. Consequently the older part of the district bears the educational cost of these children. The new land to start with is assessed at the very low figure of around \$2.50 per acre. This is an inducement to settlement as the land does not reach full productivity till after 2 or 3 years. But also as a result the amount we realize for school purposes is pitifully small.

This year when school opened I found 110 more students waiting for me than I had one year ago. My facilities are taxed to the limit right now, and I have pressed one outside room into use. We cannot carry on another year at the present rate of increase.

These children are here as a result of Federal planning. They need an education. What can you do for them?

Tax local schools

Construction projects under Federal auspices sometimes result in upsetting the balance, at least temporarily, between school facilities and the number of children for whom provisions are needed, since they bring in very large numbers of workers for a space of a few years, many of whom bring their families. Some are employed on Government projects; some come to work in the new town or community adjacent to the project. Some live on Government property; some nearby. But inevitably they tax the resources of the local schools which must then attempt to secure assistance either through State or Federal funds or through tuition. The following letters illustrate the difficulty. The first one comes from the State superintendent in a western State.

In Valley County we have a very serious situation. Since the Fort Peck Dam project has been started many families have moved into Valley County. It is going to be impossible to take care of these additional children for the coming year because the families did

not move in until after March 1, at which time the property assessment is taken, so this leaves Valley County to take care of many additional families with no additional revenue.

A small town has sprung up right on the edge of the project. The houses and other property in this new town known as "New Deal" were built after March 1.

Can you give us any assistance in helping to educate the children living in the territory that adjoins the land in the project for the Fort Peck Dam?

Another comes from a county superintendent in a western State. It says:

When the budget was made in June conditions were so unsettled it was impossible for district no. 2 to make any arrangements. At that time there were only about 5 children that did not belong to the district, so the budget was made out just to take care of the district children. Now there are 50 or more children of school age, and the parents of course are getting very impatient for something to be done concerning the schools. They would be very willing to donate their labor free in putting up a building or two for school purposes, but they do not have the money for the material, nor for desks, textbooks, and other supplies, nor for teachers' salaries. These people would not be at the dam site if it were not for this construction and it is thoroughly a Government project; therefore, an appropriation should be made to establish schools for the children by the Federal Government.

Still another letter comes from a superintendent of schools in a Texas town.

As superintendent of schools at Red Bluff, where the \$2,000,000 dam project is being carried out, we have some 50 pupils with a prospect of 250 pupils here as children of the employed. We have no money to take care of them and the State department of education asked me to write you as to how we are to proceed to get Federal aid to help pay teachers and to build a building. We have no building to teach in.

The problem

These letters seem to restate a problem of long standing. Who is responsible for providing educational facilities for children of Government employees living on Federal property? Government employees in the national parks, lighthouses, veterans' hospital reservations, reservation dams, Army and Navy posts and reservations have for a number of years sought some solution to this problem. Since taxes are not available for school support how should schools be financed? Should parents pay tuition? Should nearby local schools assume the responsibility

on the ground that a Government project will bring in business? Should State equalization funds provide for children of Federal employees? Should the Federal Government make any contribution?

This year a bill has been introduced in the Senate (S. 2190) "to provide public educational facilities for certain children where adequate educational facilities are lacking." It authorizes an appropriation of \$3,000,000 to be apportioned by the United States Office of Education to the several States and Territories for administration by the State superintendents or commissioners of education. Although the wording is not entirely clear, it seems to provide for two groups of children—the children of Federal employees residing on Federal property, and the children of other persons residing on Federal property or property under the control of an agency participating in a Federal project. This bill, introduced on March 4, has been referred to the Committee on Education and Labor, but at the present time no hearings have been held.

Just what this bill would mean to the individual States and Territories it is difficult to discover, since complete reports are not available of the number of children now living on Government property for whom educational provisions have had to be made other than those through usual means of tax support. We know that the situation is a critical one in some States, involving thousands of children on a score or more of Federal projects. In February of this year the Office of Education sent an inquiry to State superintendents to secure information regarding the education of children living on Federal Government reservations, or on undeveloped territory near Federal projects. Information is extremely hard to collect locally, since the situations are subject to constant fluctuation. Early replies from 17 States, however, list 148 Federal projects on which there are more than 12,000 children of school age now being educated in public schools at a cost of more than half a million.

An additional section of the inquiry secured information on how the expenses of these educational programs are now being met in the various States. Two States, Georgia and South Dakota, report that they require children living on Federal reservations to pay tuition for attending public schools. It is known that similar local requirements are made in a number of other States. At least eight States report that the public schools of large cities accommodated children from nearby Federal reservations without charging tuition. In two States, Maine and New Jersey, the State reimburses school dis-

Information regarding the education of children living on Federal Government reservations or on undeveloped (and usually tax-exempt) territory near Federal projects in 17 States, 1934-35¹

State	Number of Federal projects involving children	Number of children living on reservation or project enrolled in public schools	Amount necessary in 1934-35 to pay current cost for education of children involved; based on average cost in schools attended
Alabama	2	136	\$5,481.89
Arizona	1	199	6,225.98
Arkansas	4	173	3,240.00
Delaware	1	51	4,750.00
Louisiana	² 16	² 5,000	200,000.00
Maine	5	111	5,186.50
Minnesota	5	118	9,394.00
Montana	1	1,115	40,000.00
Nevada	2	874	56,840.00
New Hampshire	4	24	2,714.54
New Jersey	16	333	31,705.38
Oregon	3	404	23,466.00
Pennsylvania	4	42	3,556.50
Texas	1	218	10,558.39
Virginia	23	1,446	40,576.13
Washington	58	2,240	146,106.18
Wisconsin	2	87	2,739.00
Total for 17 States	148	12,571	592,540.49

¹ The tabulation was made by Timon Covert, specialist in school finance.
² The number of projects reported for Louisiana indicates parishes in which projects are located; the number of children involved is estimated.

tricts for the loss sustained due to there being tax-exempt federally owned land in the district. In certain cases, particularly in connection with present emergency projects, the Federal Government is now assisting financially in providing schools for children of persons employed on Government projects.

Reclamation ruling

In October 1934 the Secretary of the Interior brought to the President's attention a number of specific examples of Federal Government recovery activities which had produced emergency conditions in the nearby school districts. At that time the President authorized certain Government bureaus to take care of the school provisions on the projects for which they were responsible. This has been done in a number of the most difficult situations. For example, this ruling made it possible for the Bureau of Reclamation to provide school facilities for the children of workers on its construction jobs, any expenditures made therefor to be included as a part of the cost of the particular project affected. The Bureau of Reclamation reported in this connection:

In the establishment of this policy, however, it is not to be understood that school is to be provided at the expense of the Government for the overflow due to the crowding in of unemployed, and it will be necessary for the State and counties to formulate their plans for taking care of the children of settlers on the projects. These settlers are potential taxpayers and it is assumed that their residence is established with a view to permanency.

At the present time arrangements have been made or are under way for school

provisions for workers' children at Boulder Dam, the Grand Coulee Dam project in Washington, the All-American Canal project in Southern California, and the Agency Valley Dam on the Vale project in Oregon. At the Grand Coulee Dam a grade school building to accommodate the pupils living in the Government engineers' camp is in course of construction under a contract awarded to American Builders, Inc., of Seattle, Wash. The contract under which the Grand Coulee Dam is being constructed requires the contractors to provide school facilities for residents in the contractors' camp. The contractors have accordingly appointed a temporary school board whose acts will be considered official by the State department of education until such time as a permanent school district may be formed. Such contract arrangements as this for schools are contemplated as a part of the primary consideration in all future Federal construction jobs undertaken by the Bureau of Reclamation whenever they are warranted by the scope and nature of the project to be undertaken.

This provides an excellent solution for the educational problem in connection with one group of Government projects: Namely, temporary assistance under Government auspices until the project results in a permanent, school revenue producing community. Other types of projects have yet to work out as satisfactory arrangements for the thousands of children who are, at least temporarily, the Federal Government's tenants.

One Teacher's View of C. C. C.

SCHOOL LIFE readers will be interested in the accompanying statement of a teacher who now is associated with the Civilian Conservation Corps educational staff in East Hartland, Conn. This is a report of one teacher's experience and his personal viewpoint, submitted for publication in SCHOOL LIFE.—Editor.

I CAME into the Civilian Conservation Corps in search of reality. I wanted a job that needed doing. I was tired of teaching a lot of twaddle that nobody wanted or needed. Suppose the pupils learn all about Caesar's attack on the Gauls? Suppose they know the details of the Battle of Leipzig? Is there any point to it all? Despite the fact that I was considered liberal and progressive I knew that tradition held reality outside my door. I have faith in the work of the camps.

Most of all, I had tired of the formal and unreal sociology. When the pupils wished to discuss an item of immediate interest there was no time. We had either to twist it into some connection with the subject at hand or to ignore it. Day after day we labored on the mole hill thinking we were ascending the mountain. We should have discarded the dates and impossible names to discuss the social and economic revolutions. Does it matter who imprisoned the foresighted philosopher? As a result of our swashing in the stagnant shore limits we missed a pleasant voyage into present-day problems.

Finally, the society and professional association with the faculty was dry. It was all shop talk of a selfish and dusty order. There was little interest in or knowledge of politics, philosophy, and economics. The front page was a stranger to them. A few had a dab of information dealing with their subjects. The weekly meetings were ox-cart-automobile tilts. The older and better-paid teachers were narrow and ignorant professionally, always on the defensive. They asked questions and made suggestions which would have been appropriate 20 years ago. Instead of seeking light they sought refuge in the shadows.

I had planned to spend the summer in a Maine paper mill. Here would be reality

★ HOW Henry L. Farr Searched for Reality and Found it in Civilian Conservation Corps in East Hartland, Conn.

of the starkest type. But I joined the C. C. C. in February—the C. C. C. from which no boy is dismissed for being unable to memorize the present indicative active third person plurals. On cold mornings I miss the apartment, and the boys at the card tables often break in on our talks around the recreation hall fire place. But this is real life.

We teach civics from the newspapers, the text we all use as soon as we leave school. We argue principles and cause and effect. We try to see a matter in its proper place as part of the whole scheme of things. We try to avoid scurrying off on a trifling tangent. And no annually mulled book facts get me by. There are always one or two boys who show up any narrow or weak points in my presentation.

What could be more real than our personal interview work? What do charts and questionnaires amount to when a boy is down and out? When a boy must earn his living by his hands? Here we have 250 boys faced with the necessity of earning their way. And they hope for a little more than mere existence as they go along. A neat pile of carefully penned documents will bring no bread. We must know about the N. R. A., the relief situation in the cities, the price of shoes, and employment figures. A formal, impersonal educational adviser would be run out of camp.

All attendance on educational matters is voluntary. We must offer material which can arouse faith in those boys who have looked askance at the offerings and methods of the public schools. "It's good for you", "you need it", and "it will help you get a job" are old bromides which cut no ice here.

Coming to camp has brought me nearer to the meaning of life. I have seen a forest and a dozen fields burst into green life. I have seen a mountain side of leaves don gay colors to skip away. Our camp is a lesson in itself. Wood and water has to be carried. The floor is cold in the morning and the windows are contrary. Do we

scold the janitor? We go into the matter ourselves. And that is my lesson in reality.

The Civilian Conservation Corps may be the first step toward a school without diplomas and credits. We emphasize courtesy, promptness, and tolerance. We hope the boys learn to spend their powers with foresight and judgment.

★ Study Children's Reading

ONE of the most interesting and profitable activities of the Lawson McGhee Library in Knoxville, Tenn., is a series of study courses in children's reading for both white and Negro parents living in Knoxville and Knox County, which receives its library service from the Lawson McGhee Library. Miss Helen Harris, the librarian, has furnished this office some details of this project, which has been in existence for 2 years.

The courses are conducted by librarians from both public and school libraries. The leaders, parents, and teachers discuss together the problems of children's reading; they read many of the standard and some of the newer books for children. A satisfactory completion of the course is recognized by the State Department of Education, through its vocational division, with the certificate which it offers for work in parent education.

★ Congress at Prague

THE United States will be officially represented at the Sixth International Congress on Commercial Education to be held at Prague, Czechoslovakia, September 2 to 6, 1935. Twelve delegates to represent this country will be recommended by the Department of the Interior and the Department of Commerce. An extensive tour of Czechoslovakia and an organized course upon commerce, industries, and commercial education in Czechoslovakia are planned in connection with the Congress.

Education in the News

ACADEMIC freedom and oaths of allegiance by teachers stand out like sore fingers in the hundreds of newspaper clippings reaching the Federal Office of Education recently from "Uncle Sam's" Division of Press Intelligence and from other sources. What is academic freedom? What aroused newspapers to comment upon it? Why are educators being sought out to pledge allegiance to their country, under compulsion of State legislation?

The Atlantic City N. E. A. meeting stirred the thoughts of not only many school people but also many editors on the subject of academic freedom. Commissioner of Education Studebaker's declaration that "academic freedom is the freedom of the learner to learn and not the freedom of the professor to profess" stimulated other views and expressions.

"Neither teachers nor public should be free to impose upon the other their opinions as to the truth", we learn from the *Dayton (Ohio) News*, March 3. "Once that principle is understood, and given effect, by both teachers and public, the problem of 'academic freedom' is solved."

"* * * it might well be wished that all teachers would teach fascism, teach absolutism, in the sense that they afforded students opportunity to learn what such anti-American doctrines mean, what are their consequences, what is the condition of the people who live under them, and to contrast their fruits with the fruits of our own ideals of liberty and freedom. For it is the truth, the whole truth, that will vindicate our ideals and keep us a free people. The more clearly these fallacies are understood, the less the danger of succumbing to them. The menace is not in enlightenment, but in ignorance." So states the *Omaha World Herald*, March 8.

The *Milwaukee (Wisconsin) Journal*, March 24, expressed the opinion of a University of Wisconsin student on charges of communism and radicalism in America's colleges, and among students. "Next time you hear these exaggerated charges, remember that we students are children from the homes of Wisconsin. We are your sons and daughters, and your neighbors' sons and daughters. What kind of students are there at the univer-

★ A BIRDSEYE View of Trends and Activities of American Education as Seen in Columns of Many Newspapers, Compiled by John H. Lloyd

A college professor recently sent the following note to the editor: "In my judgment the service 'Education in the News' as published on page 126 of the February issue of SCHOOL LIFE, is very much worthwhile. It gives information that would not otherwise be available; it gives ideas as to the activities of others, and examples of both success and failure. Be sure to give both educational good news and bad news. We must have our perspective."

sity? I must say the kind you sent here from Wisconsin homes, for 'As ye sow, so shall ye reap.'"

Oaths of allegiance

The American Legion and several other patriotic organizations appear to be pressing for legislation in the States requiring teachers to pledge the oath of allegiance. An Annapolis, Md., dispatch in the *Washington Herald*, March 21, is headlined, "Legion to fight to force teacher oath. Officers of the American Legion auxiliary and other patriotic organizations are sponsoring a bill to require all teachers in public schools and colleges to take the oath of allegiance."

A "Hardy Perennial" the *Baltimore Evening Sun*, March 14, termed this Legion effort in Maryland, "That hardy perennial, the bill to force teachers in Maryland to take a formal oath of allegiance, bloomed again in Annapolis yesterday", the editorial said. "Imagine a spring during which the crocuses and the daffodils failed mysteriously to bloom. That is what a legislative session at Annapolis would be like without the appearance of a bill to force teachers to take an oath of allegiance. The bill is an absurd one, yet it has come somehow to be an essential part of the State's legislative scenery."

The *Philadelphia Inquirer*, March 15, reported that an "oath of allegiance is to be taken by every school teacher, college

professor, or instructor in any Delaware educational institution supported by State funds. The bill was sponsored by the D. A. R." (it passed the House).

What teachers can teach again came into the day's news recently. *Columbus (Ohio) Evening Dispatch*, March 7, reports: "Within the last week a 32-year-old representative challenged the law with a bill to repeal the ban upon teaching the theory of evolution in the public schools (of Tennessee) only to be met with the opposition of the 76-year-old legislator who led the forces in favor of the statute. It still is unlawful to teach the Darwinian theory there. In the meantime, the young school teacher, J. T. Scopes, around whom the trial in Dayton, Tenn., revolved, and loser in the court fight, is now employed as a geologist by the State of Texas."

Forums—Adult education

Here's a new argument in favor of adult education, credited to a woman, and published in the *Washington Herald*, March 30. "Eighty percent of the parents in Washington didn't go to high school, but their children are forging ahead in education and in many cases are treating their mothers and fathers as intellectual inferiors. They are becoming lawbreakers in the home. This is the stepping stone to becoming lawbreakers outside the home. The remedy is more and more adult education."

"The *Binghamton (N. Y.) Forum* is the only one of its type in the country 'which has not been subsidized'", according to the *Binghamton Sun*, March 8.

"Continued success of the Springfield forums is an exceedingly healthy sign", the *Springfield (Mass.) Republican*, March 9, informs readers. "At virtually every lecture the hall is filled to capacity."

Newark's Star Eagle, March 16, says "There is great need today for revival of the town meeting idea. There are many problems that should be brought home to

the people by the kind of direct contact made possible only at gatherings such as the Colonials knew so well."

And from Los Angeles (*Globe-Democrat* of Mar. 27) comes this bit of interesting news: "Democracy as a study has been introduced into the 20 high schools of the city of Los Angeles. Los Angeles is only doing what should have been done long before. Are there, however, any textbooks that treat of the subject truthfully, fittingly, exhaustively?"

Higher education

Persons interested in college and university education will want to read this comment appearing in the *Lawrence* (Mass.) *Telegram*, March 9. "* * * all the propaganda, radicalism, and gush is being peddled in our country. It is an unfortunate commentary upon the history of our higher institutions of learning that much of this colorful talk is coming from them. We wonder what the founders of these institutions would think if they could hear the teachings emanating from these colleges."

Glenn Frank, quoted by the *Milwaukee Sentinel*, March 20, said, "The play boy with the great big fur coat and the high-powered car belongs to history. The students of today are the most serious and hardworking lot I have ever seen."

The Office of Education issued a press notice on the financial crisis facing America's schools. An interesting rewrite appeared in the *Washington Daily News*, April 1. "Summer vacations are starting for nearly 3,500,000 school children while snow still lies on the ground, the Federal Office of Education reported today. Cost of keeping the schools open was placed at \$31,800,000, approximately that of a battleship."

A headline in the *Portland Herald*, March 8, announces "Crowd of 1,000 almost unanimously willing to pay sales tax for benefit of schools."

From the *Oklahoma City Oklahoman*, March 1, comes this bulletin: "There are 226,989 children in Oklahoma that must have help from the State if they are to receive a full 8 months' school term this year * * *; this involves 838 schools in 70 counties."

"Mayor LaGuardia in New York City", according to a *New York American* clipping of March 3, "received a report revealing that if schools were restored to efficiency of 1931, the present budget would have to be increased \$27,364,865. While an increase of 53,965 pupils has developed since 1931, the budget has been reduced \$10,000,000."

Teacher salaries form the basis of much newspaper discussion these days. "As

long as the teaching profession is without economic security, it can be neither worth while nor efficient, Clyde Kiker, executive secretary of the Toledo Teachers' Federation declared at a meeting of the Lucas County Teachers' Federation (*Toledo News Bee*, Mar. 19). "The Cleveland school board late today voted to seek a special election to restore school-teacher and employee salaries to the 1932 level by means of a 2.5- mill levy estimated to raise \$2,500,000", the *Cleveland* (Ohio) *News*, of March 18, announced.

A headline in the *Bayonne* (N. J.) *Times*, March 16: "Mayor urges trustees vote 5 percent school pay raise * * * Restoration of half of cut would be retroactive to January 1."

Education Bills Before Congress

[Continued from page 208]

vision of the Secretary of the Treasury, Secretary of the Interior, and Director of the F. E. R. A. (introduced Mar. 22, 1935, by Mr. Robson of Kentucky and referred to Committee on Education).

Federal aid for specified local school districts—Grants

Additional bills providing funds to local school districts for school buildings on condition that Indian children shall be admitted to schools maintained therein were introduced as follows:

House bill 6651.—\$10,000 to Queets, Wash. (Mr. Wallgren.)

Senate bill 2193.—\$50,000 to Duchesne County school district, Utah. (Mr. King.)

Senate bill 2462.—\$101,000 to Worley, Idaho. (Mr. Borah.)

House bill 7266.—Same as Senate bill 2462. (Mr. White.)

On March 19, 1935, the House Committee on Indian Affairs reported favorably on 13 such local bills and on April 9 reported House bill 6651. Another was passed by the Senate on March 29, 1935.

On April 4 and 5 the Senate Committee on Indian Affairs reported favorably 7 such local bills.

Government institutions

Senate bill 2399.—Authorizes citizens of the Commonwealth of the Philippine Islands to receive instruction at the United States Military Academy at the expense of said Commonwealth (introduced Mar. 27, 1935, by Mr. Sheppard, of Texas, and referred to Committee on Military Affairs).

Senate bill 2105.—Provides for additional cadets at United States Military Academy (passed Senate, Apr. 9, 1935).

Office of Education

House bill 6807.—Authorizes the Office of Education to conduct a study and disseminate its findings and recommendations regarding suitable aviation instruction courses for the public schools and to collect and disseminate other information regarding aviation. Authorizes the Commissioner of Education to employ the necessary personnel (introduced Mar. 18, 1935, by Mr. Kenney of New Jersey and referred to Committee on Education).

Senate bill 2196.—To enlarge the opportunities for the blind. Same as House bill 4688 (see *SCHOOL LIFE* for March 1935) (introduced Mar. 8, 1935, by Mr. Sheppard of Texas and referred to Committee on Education and Labor).

Miscellaneous

House bill 7260.—Social security bill authorizes an additional annual appropriation of \$841,000 for the vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment, making the total amount authorized \$1,938,000 per annum. Authorizes, also, an increase of \$20,000 per annum for administrative purposes in carrying out the provisions of the Rehabilitation Act.

Authorizes an annual appropriation of \$2,850,000 for cooperation with the States in locating crippled children and in providing medical, surgical, corrective, and other services and care, and facilities for diagnosis, hospitalization, and after-care for children who are crippled or are suffering from conditions which lead to crippling; also, an annual appropriation of \$1,500,000 for cooperation with the States in establishing, extending, and strengthening, in rural areas, public-welfare services for the protection and care of homeless, dependent, and neglected children, and children in danger of becoming delinquent. The bill places the administration of these two appropriations with the Children's Bureau and provides that with respect to crippled children the States or local communities must provide for not less than half of the expenses, and with respect to dependent children the Federal funds "shall be expended for payment of part of the costs of county and local child-welfare services in rural areas" (introduced Apr. 4, 1935, by Mr. Doughton of North Carolina and referred to Committee on Ways and Means; reported favorably Apr. 5, 1935).

Senate bill 1023.—Provides salary for instructor in military tactics in Washington, D. C., high schools (passed Senate, Apr. 9, 1935).

Indian Education



KOMOKI of the Cliffs, a Pueblo Indian story by Isis Ilarrington, a former teacher in the Indian Service, illustrated by Indian children, and published by Charles Scribners Sons, was selected by the Committee of the Institute of Graphic Arts in New York as one of the 50 best-illustrated books of the year.

John H. Holst, supervisor of Indian schools, writes in the foreword: "Here is a story of the everyday life of the children of the cliffs and their parents—a simple people living patiently, contentedly, happily. Ethnology, sociology, economics in their fundamental aspects—the approach of the teacher to the application of his art.

"An unpretentious book of elemental truth and living experience, with feeling, action, color. No one, better than the author, is prepared to write such a story, true to life and tribal traditions. She has known the Hopis in their homes, their children in her classes and at their play—children who have been interested with her in this work; have helped her with story and illustration. It must appeal to children of all ages, and to the older ones who still find pleasure in the contemplation of life in its elemental aspects."

A limited supply of Indian Land Problems and Policies, a reprint from the Report of the Land Planning Committee of the National Resources Board, is now available on request. Address: Commissioner, Office of Indian Affairs, Washington, D. C.

F. F. A. Bulletin Board

[Continued from page 202]

Missouri

Out in the good old Ozark State is a new department of vocational agriculture and a new chapter of F. F. A., located in the town of Vienna. These lads are "radio-minded." They have their own radio in the chapter room and listen in regularly on the agricultural programs. Sometimes they invite other classes to join

An IECW forest supervisor in a camp in a tamarack swamp reports that upon completion of a recreation building, 1 night a week was set aside for night school, but the interest of those in attendance justified the plea that school be held 2 nights. One hundred men are enrolled. Teachers recruited from the various county schools within driving distance are augmented by such experts as the telephone lineman, forester, civil engineer, and camp physician. The camp holds classes in hygiene for the camp at large and also holds special classes in first aid for truck drivers and crew leaders. Classes alternate so that 1 night may be devoted to general forestry subjects, another to road engineering, another to the proper methods of measuring and estimating timber, and another to proper construction of telephone lines.

Tractor classes are being held at five of the Indian vocational schools, each extending for a period of 6 weeks. Twelve men have been assigned to each class from reservations in the region served by each school, the men now being employed in tractor repair work on emergency conservation, road, or irrigation work. Instructors have been furnished the schools by the manufacturers of the various makes of tractors used in the service. These short courses in tractor repair work are the forerunners of other short courses in the repair of farm machinery, automobile repair, elementary carpentry, and cement work which will be offered in the vocational schools.

them. Believing in the possibilities in radio education they are now making plans to install a centralized radio system in the school building so that each room will have a loud speaker of its own. The boys will do the work themselves. That's a real accomplishment for a new chapter.

Kansas

The Hoyt, Kans., chapter displayed its dramatic ability recently in a Kansas Day program with a pageant, Kansas Through the Centuries. The period covered was

1835 to 1935. An Indian chief's costume was used in the pageant, as well as a rifle made in 1836, and a shawl 125 years old.

Utah

J. Phelon Malouf, 1934 winner of the National F. F. A., public speaking contest, was a speaker at the recent mid-year meeting of the Utah State Bankers Association at Salt Lake City.

Education in Turkey

[Continued from page 201]

The University of Istanbul is undergoing a radical reform that was begun by the abolition of the former university on July 31, 1933, and the foundation of the new university in its place. The main object of the reform is to transform the institution from a passive center of learning to a more active center of research and investigation. Only a small percentage of the professors and instructors of the former university was taken over by the newly constituted institution. Over 40 foreign professors, most of whom are German citizens, that for racial or political reasons were forced to surrender their chairs in German universities, were employed and the staff was reenforced by the inclusion of younger deserving elements to whom formerly it was definitely closed.

The university has lost much of its academic autonomy, a rather unusual situation that is only transitory for the period of the reform. Its exact prerogatives and status will be determined by special law later. All decisions of the teaching staff must be sanctioned by the Ministry of Public Instruction before they can be effective. Moreover, the university's budget, more than twice that of the former institution, is now included with the budget of the Ministry.

As for educational finance, money for primary schools is obtained by taxation the rate of which is fixed by each vilayet according to its needs, though the amount set aside by the vilayet for such schools is subject to the approval of the Ministers of the Interior and of Public Instruction. Official secondary, higher, and professional education are supported by the national Treasury. In addition, large sums are spent annually by private Turkish, minority, and foreign schools. The totals in Turkish pounds (\$4.40 at par) for each of these four categories during the fiscal year 1932-33 were:

Primary schools.....	T£ 12, 645, 169
Secondary institutions of various kinds.....	4, 354, 220
Higher and professional institutions.....	2, 287, 046
Total public funds.....	19, 286, 435
Private, minority, and foreign schools.....	3, 545, 259
Total.....	22, 831, 694

The Colleges



UNIVERSITY of Texas.—The per capita cost per student at the University of Texas is about \$230 for a year, of which \$59.43 is paid out of the legislative appropriation of \$453,000 of tax money as the State's part of the running expenses of the institution; 7,622 students are enrolled. The total budget for resident instruction for the current year is \$1,403,000, including \$610,000 out of the university's available fund, and \$340,000 from fees for running expenses.

Student tour.—The general secretary of the International Student Service will lead a tour of the Soviet Union and Germany, sailing on the steamship *Normandie*, from New York on June 22 and returning August 19. The inclusive price of the tour is \$449 to visit Zoist, London, Lenin-grad, Moscow, Dnioproghos, Sevastopol, Yalta, Odessa, Kiev, Warsaw, Berlin, and Paris. For \$86 additional, students may visit the Rhine, the Saar, Munich, and Nuremberg. For further information address the N. S. F. A. Travel Bureau, 8 West 40th Street, New York City.

University of Kansas.—Of the 3,970 students registered this fall, 39 have now withdrawn on account of illness, finances, etc. All except 2 of the 105 counties in Kansas are represented. Missouri leads the out-of-State enrollments with 512 students. The gain of students over last year's figures is 43 women and 214 men. Only 4 of the 417 students from farms intend to be farmers.

University of Michigan.—The living graduates on October 1, 1933, numbered 49,395, nongraduates 31,443, a total of 80,838 alumni distributed throughout the United States and 67 foreign countries; the alumni known to be deceased—20,231—make a grand total of 101,069.

University of Nebraska.—By request the university is preparing courses to take care of every class of student enrolled in the C. C. C. camps in Nebraska. The extension division plans to offer to those students who have not completed the eighth grade the opportunity of registering in many elementary school subjects. Elementary subjects that can be taken by correspondence are being especially built for students on the adult level and are being tested and checked with adult classes and individual adult students. High-school courses built along the lines of supervised correspondence are offered.

These courses, when satisfactorily completed, may be certified to by superintendents of schools for high-school credit and will also be accepted by the University of Nebraska for university entrance. Small fees are paid to the university extension division, Lincoln, Nebr.

Pennsylvania State College.—Almost 300 enrollments are reported in the four communities requesting instructional service above the high-school level. These centers are Pottsville, Hazleton, Sayre-Towanda, and Uniontown. The curriculum parallels the first-year work on the campus.

Hobart College, N. Y.—Under the new Hobart plan final examinations were given from December 17 to 22, when the college closed until January 21, allowing a month's vacation between semesters. The second semester closes May 27. The plan eliminates the break in the learning process caused in the conventional college year by a Christmas recess occurring shortly before the conclusion of the first semester.

University of Wisconsin.—More than 79,000 alumni are recorded at the university, but 18,500 are "lost." The large number of lost alumni is due mainly to the fact that prior to 1925 records were

kept of graduates only; since then records are kept of all students who have attended the university for 1 year or more. Of the known alumni, more than 30,000 live in farm and city homes in Wisconsin.

Washington State College.—The new experimental game-bird farm operated in conjunction with the game-management course will be a model bird farm stocked with game birds. Fifteen students are majoring in game management. The college furnishes the ground and plant for the work, while the State commission furnishes the stock of birds and an instructor experienced in game breeding and propagation.

University of Maryland.—A special course in juvenile delinquency offered for the first time last summer is now being given in response to a demand by teachers in the schools of the District of Columbia and with special application to the character-education program. It is an extension course and probably the only under-graduate course of its kind, under the direction of Edgar M. Gerlach, social-service supervisor of the Federal Prison Bureau.

University of Washington.—The University Student Health Center superseding the "infirmary" aims to promote the health of the entire student body rather than to treat individual cases of illness. The committee regards the provision for 68 beds for the new building wholly adequate. The health center would be open 24 hours a day and staff physicians would make outside calls.

WALTER J. GREENLEAF

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FINANCIAL Statistics of State and Local Governments: 1932. (Wealth, Public Debt, and Taxation) 2,009 p. (Department of Commerce, Bureau of the Census) \$2.50 bound in buckram.

Results of a decennial inquiry concerning revenue receipts, governmental cost payments, public debt, assessed valuations, and tax levies for the Government of the States, counties, cities, towns, villages, and boroughs, school districts, townships, and other civil divisions. (Civics; School Administration.)

Agriculture's Interest in America's World Trade. 22 p. (Agricultural Adjustment Administration.) 5 cents.

Questions and answers on a vital aspect of America's future. Typical questions: How many acres does America need for farm? What is America's past record as to exports? What is the Government now doing to revive America's international trade? What are the prospects for increased exports of America's chief agricultural commodities? (Agriculture; Economics; Civics.)

Some Aspects of American Foreign Policy. 10-page folder. (Department of State.) 5 cents.

Address by the Hon. Cordell Hull, Secretary of State, before the Canadian Society of New York, New York City, February 16, 1935.

The Relation Between Housing and Health. 13 p. (Public Health Service Reprint no. 1156.) 5 cents.

Mortality and sickness rates are much higher in the slums. This is an attempt to trace the specific directions in which poor housing affects health. Poor housing being a public health as well as a sociological problem is one of immediate concern to health authorities. (Public health; Sociology.)

The Roosevelt Administration and its Dealings with the Republics of the Western Hemisphere. 16-page folder. (Department of State, Latin American Series No. 9.) 5 cents.

Address of the Hon. Sumner Welles, Assistant Secretary of State, read at the Annual Convention of the

Association of American Colleges, Atlanta, Ga., January 17, 1935.

Variations in Wage Rates Under Corresponding Conditions. 57 p. (Women's Bureau, Bulletin No. 122.) 10 cents.

Statistics for sample plants in eight important woman employment industries. Gives some indication of the advances in wage rates that have accompanied the fixing of a minimum in one industry.

The Panama Canal and Its Ports. 99 p., illus., folding maps. (United States Army, Corps of Engineers, Port Series No. 22.) 35 cents. (See illustration.)

Information relative to the facilities, services, charges, and traffic handled by the Canal and at the two important terminal ports—Cristobal and Balboa. Geography; History; Engineering.)



Miraflores Locks, Panama Canal

The Waterfowl Flyways of North America. 12 p., charts. (Department of Agriculture, Circular No. 342.) 5 cents.

Waterfowl on their spring and fall migrations in the United States follow four definite recognizable flyways, diagrams of which are given in this bulletin. (Geography; Biology.)

Report of Public Works Administrator, Harold L. Ickes on P. W. A.'s Accomplishments for the Initial 21 Months. 93 p. Rotoprinted. (Department of the Interior.) Free.

Lists all allotments on P. W. A.'s books on April 1st. Includes a table of local non-Federal projects for which P. W. A. made loans and grants to States, municipalities, and other public bodies, arranged to show completed projects, projects under construction, etc., giving location, type of project, amount of allotment, etc. Two hundred and sixteen schools have been completed and 306 are under construction, according to the report. (Civics; School buildings.)

Frequency of Health Examinations in 9,000 Families, Based on Nation-wide Periodic Canvasses, 1928-1931. 26 p., charts. (Public Health Service, Reprint No. 1618.) 5 cents.

Less than 4 percent of adults had an examination of any kind during the year. (Public health; Health education.)

United States Census of Agriculture. 11 p., illus. (Bureau of the Census.) Free. Brief statement of what the census, taken in January 1935, consisted. Also contains a description of the activities of the Bureau of the Census itself. Teachers and students are invited to write to the Bureau of the Census for copies of the farm Census schedule or for further information. (Civics; Geography; Economics.)

Lithographed material

The Forest Service of the Department of Agriculture has issued a chart "How the Tree Grows" (Size, 8" x 10½"), which is available free upon application. It also has available the following tree-description sheets which contain pictures of the tree and its parts and text dealing with the range of the species, habits of growth, description of wood, uses, etc.

- No. 1. Yellow Poplar.
- No. 2. Northern White Pine.
- No. 3. Longleaf Pine.

Maps

The *Coast and Geodetic Survey* has issued a great circle chart of the United States to aid in the planning of new and faster air schedules. The plotting of an air-line course between distant points on ordinary maps may lead to considerable error because of the fact that the conventional map is not a true representation of the curved surface of the earth and the relation of distant points on such maps is not correct.

On this new map any straight line between points is a great circle on the earth and is actually the shortest distance between those points by which an airplane may travel.

This map shows State boundaries, the largest rivers, principal cities, and all important airports. The map is expected to be of value not only to air-line operators and to pilots planning long flights within the country, but is expected to be of great importance in the air defense of the country. Available from the Coast and Geodetic Survey for 50 cents.

MARGARET F. RYAN

The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries

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W. H. FUREY, supervisor.



High-School Clubs

Nearly 1,000,000 students are today engaged in high-school club activities throughout the United States.

Probably the first national study of high-school clubs ever made has been completed by the Federal Office of Education. The final report, by Maris M. Proffitt, is now available, and very much in demand.

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Every teacher, supervisor, principal, superintendent, and every student in education should have a copy of the

New Handbook OF THE OFFICE OF EDUCATION (Free Upon Request)

THIS useful guidebook, recently off the Government printing press, briefly tells the Duties, Work, History, and Publications of the Federal Office of Education. It also lists Good Reference Bibliographies, free mimeographed circulars, and best educational sellers.

Write to the Federal Office of Education, Washington, D. C., for your free copy. For distribution to teachers or to classes in education, copies of the HANDBOOK will be sent to one address. Simply ask for the NEW HANDBOOK OF THE OFFICE OF EDUCATION.

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How can our schools best provide a adequate instruction in occupations?

The Federal Office of Education reveals in a new bulletin how 1,111 high schools throughout the country endeavor to offer instruction in occupational information.

The publication supplies information on the organization and content of instruction, and programs of schools representative of present practices.

Order the *Office of Education Bulletin 1934, No. 11*, COURSES IN OCCUPATIONAL INFORMATION, from the Superintendent of Documents, Government Printing Office, Washington, D. C., price 5 cents.

SCHOOL LIFE



June 1935

Vol. 20 • No. 10



IN THIS ISSUE



The Automobile and the School Child • For 2,000,000 Youth • Teachers at the Battle of Oaths • Master Teacher on the Job • Comparative Education Conference • Small Schools—Large Costs • Twelve Leaders in Secondary Education

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

*The Office of Education,
U.S. Department of the
Interior, Washington,
D. C., for published
information on—*

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Primary Education

Elementary Education

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SCHOOL LIFE

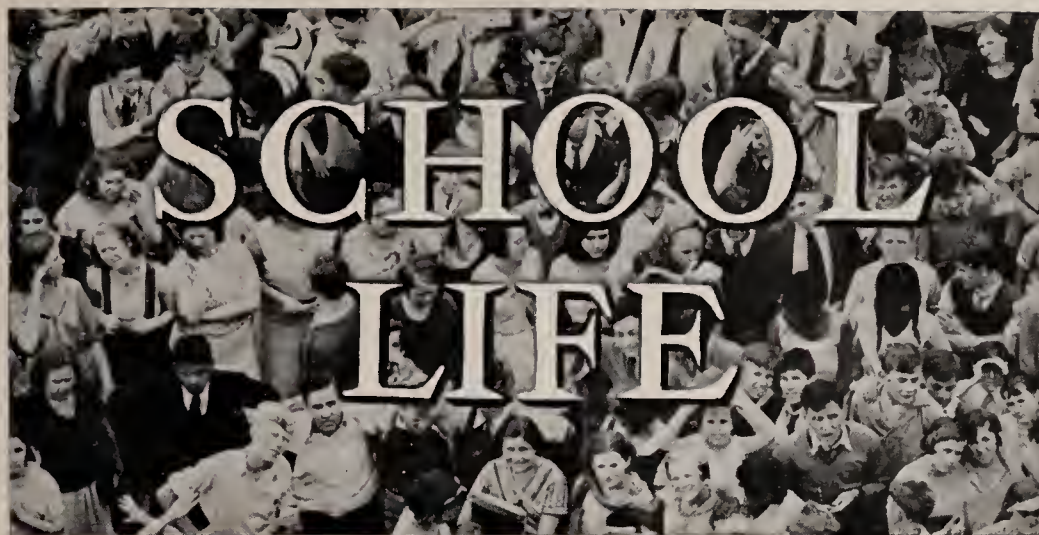
Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.



Teacher's Oath Bill

"The argument that a teacher paid with public funds should be oath-bound equally with a public official or legislator has no foundation in good logic. The public official is bound by oath because it is of the very nature of his office to uphold the Constitution and laws and to enforce them—which some public officials fail to do, notwithstanding. The teacher's business is to teach, not to enforce laws. If the world had been left all the ages past to the harsh ministrations of lawgivers and enforcers with their repressive codes, without the tempering, refining, and uplifting influence of teachers (many of whom have died in defense of their right to teach), the Renaissance would never have come to Europe, and we'd still be in the thrall of Feudalism."

R. Charlton Wright in the Columbia (S. C.) Record, May 4, 1935



For June 1935



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The cover design for this issue of SCHOOL LIFE is a prize drawing by Vita Petrosky, Moore Institute of Art, Science, and Industry, Philadelphia, Pa.

Since Last We Met

Those question marks over the \$4,800,000,000 works bill are beginning to clear up. What the bill holds for education can be summarized as we go to press:

Civilian Conservation Corps.—Director Fechner's office announces earmarking of \$6,000,000 for the educational program through June 1936. Certain additional proposals are still under consideration.

School buildings.—Secretary Ickes has announced that the books are open for new Public Works project proposals. Terms have been liberalized; 55 percent loan; 45 percent grant. Interest on loans has been decreased from 4 percent to 3 percent.

Emergency education program.—(?)

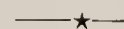
Aid for needy college students.—(?)

Unemployed teachers.—Initial allocations assigned \$150,000,000 for "educational, professional, and technical workers" from relief rolls. No details yet.

Youth program.—Proposals to adapt the works program to aid 2,000,000 youth have been put before the Allotment Board by Commissioner Studebaker. (See p. 220.)

Other educational projects.—The Office of Education was designated as one of 60 Government agencies for administering projects using workers from relief rolls. Proposed projects have been filed with the Allotment Board.

Educational angles of the social security bill continue to multiply. Requests that the bill's provisions for aiding States to provide physical care for crippled children be supplemented with parallel provisions for their education have been made by the International Society for Crippled Children, the National Council of State Superintendents, the National Education Association, the National Congress of Parents and Teachers, and other groups. Administration of all educational features by the Office of Education has also been asked. Responsibility for vocational rehabilitation is definitely placed in the Office of Education (where it now is) by terms of the latest draft of the bill. A committee of the American Council on Education requested and secured an exemption of private institutions of higher education from unemployment insurance provisions of the bill.



Commissioner Studebaker has been named chairman of a committee to bring about cooperation of broadcasters, educators, and representatives of other non-commercial organizations for the betterment of radio programs. This committee is an outgrowth of a 2-day conference called by the broadcasting division of the Federal Communications Commission.

[Continued on page 238]

The Automobile and the School Child

DESTRUCTION or injury of a dozen children, when in a school bus accident brings responsive "Ahs!" and "Ohs!" Deaths and injury from automobiles commonly occur singly, but whether they occur singly or in numbers the suffering or loss of life is just the same.

In 1933 the sum total of deaths of children, 5 to 15 years of age, was no less than 3,000, or 100 bus loads. This is equivalent to the wiping out of a large village or of a small city. If the ratio of injuries to deaths, at all ages, holds for children, then 75,000 of those 5 to 15 years of age were more or less injured in 1933.

Accidents will occur and the school is certainly in no way responsible for most of those caused by automobiles and in which its students are involved. Nevertheless it has its duty to perform in lowering those accidents to a minimum.

State laws needed

Of the 25,000,000 or so children who attend public schools, about 2,500,000 or one-tenth, are transported to and from school—chiefly in motor vehicles. We have no figures for accidents occurring in this feat of transportation, but they are probably few. Nevertheless, the figures are not minimal, and, if we knew the mechanical weaknesses of all the 75,000 conveyances and the physiological frailties of many of the drivers, we might wonder that accidents do not happen more often. It is evident that the National Safety Council is of the opinion that all is not always well with these machines, human and human-made, for it has published a pamphlet on the subject of School Busses—Their Safe Design and Operation, which school officials would do well to study and to hand to even the most reliable driver they can select.

But State laws need to be laid down on this subject. A special commission on school busses created in Massachusetts in 1931 arrived at the following recommendations for legislative purposes:

1. Defining as a school bus, a motor vehicle used for the transportation of school pupils, carrying six or more persons.

★ JAMES FREDERICK ROGERS, M. D., Office of Education Consultant in Hygiene, Discusses a Problem of Major Importance to Educators and Parents Today

2. Periodic inspection of school busses by the registrar of motor vehicles.

3. A minimum age limit of 21 years for operators of school busses.

4. Regulation providing that no fuel shall be taken aboard while occupied by school children.

5. That all school busses shall be prominently identified as such.

6. That emergency doors shall be provided for each bus, located in the rear.

7. That doors of all school busses shall be kept closed while the vehicle is in operation.

8. Adequate protection from inclement weather must be provided.

9. School busses shall be provided with iron window grating for the added protection of occupants.

10. A maximum speed limit of 30 miles an hour for school busses.

11. Every school bus must stop not more than 100 feet from a grade crossing.

12. Overloading of school busses limited to 25 percent of capacity of vehicle.

13. Raising statutory \$5,000 compulsory automobile-insurance liability as pertaining to school busses to require owners to take policy providing not less than \$10,000 liability in case of 1 person being injured, and not less than \$20,000 liability in case of 2 or more persons being injured.

Safety teaching aids

According to statistics for 1933, the fourth year is an especially hazardous one for both boys and girls, although the deaths of the former nearly double those of the latter. Possibly, at 5 years, the child is still more venturesome, but the figures for auto accidents at this age are



Loud-speaking safety cars take musical entertainment and brief safety talks to children in Detroit's playgrounds and swimming pools.

not furnished apart from those of the 5-year age group of 5 to 9 years inclusive. Deaths of boys in their fourth year numbered 280; and of girls, 138. The average per year of boys 5 to 9 was about 170; and of girls, about 125. However, in the next 5-year period (10 to 14) the deaths per year drop to about 170 for boys and 55 for girls, although the total number of children in this age group is not much less. Not more, if as many, children in the earlier age group ride in automobiles as in the later age period, so that the majority of deaths and injuries of the younger children must occur from being run into when crossing or playing upon the street. Just what proportion of the accidents causing these fatalities occur in going to and from school we do not know, but it would seem that teaching of safety by the school should begin with the kindergarten and first grade.

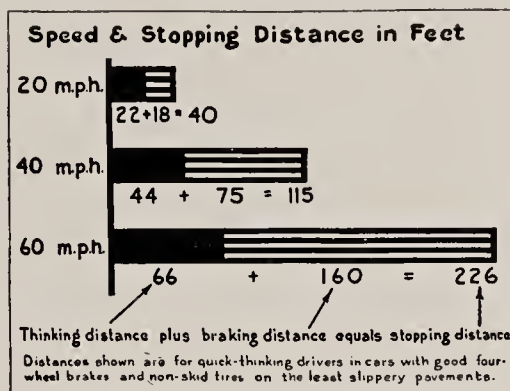
Aids to such teaching are furnished by the National Safety Council and by the American Automobile Association, and the School Safety Patrol sponsored by the latter agency is a daily reminder to young children of the dangers from traffic. About 200,000 children now serve as patrols directing the movement of some 5,000,000 children.

Causes of deaths

In the fourth pentad (15 to 19 years) the average deaths for each year is double that in the preceding 5 years. It can hardly be that the older boys and girls are more careless as pedestrians and one would guess that lack of experience and recklessness in driving have very much to do with the increase in mortality. In fact, except for drivers past 65, the accident record of drivers under 18 is the worst of any age period. Lack of experience and recklessness in driving means more menace to other occupants of the car (the increase in deaths in girls exceeds that for boys) and to pedestrians of all ages.

According to information furnished by the Travelers Insurance Co., the fatal accident experience of unlicensed drivers in 1934 was 93 percent worse than the average of all drivers, and the unlicensed driver is likely to be a young person with very little or very imperfect training in driving a complicated engine (easily one of destruction) at a high rate of speed. Young (and older) drivers enjoy speed and they drive accordingly despite the risk to themselves and to others. Speed has been a prominent factor in production of accidents and increase in accidents has accompanied increase in speed. In a recent year 22.1 percent of the total deaths (6,850) and injuries (134,300 persons) occurred in cars or from cars which were exceeding the speed limit. The

two other principal causes were driving on the wrong side of the road and driving without having right-of-way. Nearly 60 percent of the deaths in 1934 (13,060 persons) and injuries (395,610 persons) were attributed to the three causes mentioned, all of which are unnecessary. Although human nature may not be changed, it would seem as if accidents from this and other faults could be reduced by serious instruction in the art of safe driving. This art is perhaps more important than that of writing good English or of demonstrating problems in geometry, and in some high schools its teaching has been undertaken. Such instruction should also include the knowledge and care of the vehicle; for, while over 90 percent of the machines involved in accidents were reported as "apparently in good con-



National Safety Council

dition", figures from examinations in States or cities requiring inspection, show that 3 out of every 4 cars were in poor or bad condition and 29 percent needed brake adjustments or replacement. For purposes of high-school instruction the American Automobile Association offers an outline of a course in traffic and safety and the National Safety Council has prepared a manual for high schools on Good Driving which covers the ground admirably. A figure from this manual republished herewith, should make some impression on the would-be driver, though it might be more effective if it showed, at the same time, the increase in accidents with increased speed.

There is much talk these days of education for sportsmanship and for character (if these words have a different meaning) and it has been pointed out that the conduct usually incident to an accident is unsportsmanlike and even criminal in that it involves disregard of rules of the driving game and indifference to human life.

In the supposedly "dark" ages those who loved excitement, and who could afford the luxury, housed themselves and their living carriages in steel (anticipating the lifeless vehicle of the present) and drove those metal-covered vehicles, purposely, into collision.

Injury and sometimes death resulted, but this was anticipated and there was no damage to nonparticipants. The occasional wanton waste of life and wreckage of limb which occurred from tourneying was frowned upon by those above and was finally prohibited by royal edict. In the "enlightened" twentieth century we may at least attempt by moral suasion (education) to dissuade young people, who encase themselves in a shell of metal and glass and go racing over the highway, from risking their lives and limbs and the limbs and lives of their fellows for the fun of going fast, of passing on the wrong side, of "cutting in," and of doing the many other unwise things which are needless for getting where they wish to go and for having a good time.

"Thou Shalt Not Kill," a publication of the Travelers Insurance Co. of Hartford, Conn., gives forcible and graphic material on this subject suitable for young and adult education.

Public schools are required by law to teach the effects of alcohol, and they should not fail to point out that alcohol and safe driving do not keep company. With regard to the effect of alcohol upon the handling of our modern machines of travel, we quote from Haven Emerson's book, "Alcohol: Its Effect on Man."

"Moderate doses of alcohol can be shown by delicate instruments to affect the functions of sight, hearing, and touch sensation, in each instance by the depressant or narcotic action of the drug upon the central nervous system * * *

"Owing to the slow process of destruction and elimination of alcohol in the body, even from a moderate dose, alterations of skilled performance and habitual learned acts such as the running of a lathe, a motorcar, power-boat, or airplane may and do frequently occur. This can well be explained merely by the delayed nerve-muscle response to the eye, ear, or touch reflex 3 or 4 hours after taking a drink of alcohol that is moderate in every social and medical use of the term. Slight distraction or delay is sufficient to permit a difference of a quarter of a mile in the position of a rapidly traveling airplane between the warning observation of danger and the moment of effective response by the pilot, and of 15 to 30 feet in the position of an automobile traveling at 35 to 50 miles an hour. Alteration in attention caused by alcohol is, together with a less trustworthy response to situations of danger or warning, the major difficulty shown by persons in charge of rapidly moving vehicles—motorcars, speedboats, or airplanes—when alcohol in but moderate amounts is circulating in their blood."

For 2,000,000 Youth

A SYNOPSIS of the Federal Office of Education's proposed Nation-wide community youth service program is as follows:

There are about 22,000,000 young people 16 to 25 years of age, inclusive, in this country. It is estimated that approximately 3,000,000 of these young people are out of school, unemployed, and are living at home. The prolonged thwarting of their natural desires and ambitions may result either in a rebellious spirit or in a feeling of inferiority and despair from which some of them will never recover. Following are the essential elements of the program to aid this group:

1. *Underlying assumptions.*—The program assumes that the problem of American youth must, in the main, be solved in the communities in which the young people live. Furthermore, it is believed that the program should be one which offers opportunities for self-improvement in the interest of national welfare instead of one which provides a relief dole. It recognizes the obligations which public schools must assume in community leadership of youth and it is designed to use machinery which already exists, thus avoiding the confusions of adding new or more or less extraneous governmental controls.

2. *What is proposed.*—The college student-aid program would be adapted to provide a Nation-wide community service for youth designed to rebuild the morale and restore confidence in 2,000,000 of these discouraged young people through a program which combines counseling and guidance, education, recreation, and remunerative work or scholarship grants. The main purpose of the work or grants would be to provide these young people with funds enough to make possible participation in the benefits of education and recreation.

3. *Essentials of the local community program.*—(a) A guidance and adjustment center, often merely an enlargement and strengthening of the school guidance organization (but created, if necessary, as a part of the educational system in rural school areas as well as urban centers) to investigate conditions and needs, counsel with young people who apply for a place

★ DETAILS of Office of Education's Proposed Plan to Aid America's Unemployed Young People in a Nation-wide Community Youth Program—J. W. Studebaker

in the program, and approve for each young person a suitable plan requiring at least 42 hours per week in education, recreation, and part-time employment, the hours for education and work or for education alone, to equal at least 30 hours per week. In education, studies might be pursued in many types of institutions, public or private. The only requirement would be evidence of value to the student.

(b) A wide variety of educational opportunities in many types of institutions and organizations.

(c) Recreation as varied and wholesome as possible.

(d) Part-time employment as internes or helpers with public and quasi-public officials; assistants in public schools, public libraries, hospitals, museums, charitable and correctional institutions; making

surveys of needs and facilities in the field of youth; investigating possibilities of youth placement on farms; helpers in public-health programs; the maintenance and operation of the youth program, including clerical, manual, educational and recreational jobs; etc. In all cases the part-time employment would be integrated with the total self-improvement program so that the employment in itself becomes an essential part of the young person's education. Also, employment would be approved only if it does not unduly impair opportunity for work to adults and heads of families. Permanent jobs would be sought with the cooperation of the United States Employment Service and other employment agencies.

(e) Where enough jobs of a bona fide character cannot be found, the community educational authorities would in their discretion substitute scholarship grants in lieu of jobs to not more than 20 percent of those participating in the program, the selection to be on the basis of scholarship. Such scholarship holders would do full-time work in some educational program.

4. *Federal administration.*—(a) The United States Office of Education to have administrative charge.

(b) To advise the Office with respect to policy and program there would be created a Federal advisory council for youth composed of representatives of non-Government organizations maintaining youth programs, of interested individuals including youths themselves, of labor groups, and of representatives of the Government departments and bureaus which handle activities related to youth.

5. *State administration.*—(a) The State department of education in each State, with the assistance of a State advisory council for youth would be the agency to have administrative charge of the program.

THOUSANDS of inquiries regarding the Federal Office of Education's plan for a nation-wide community youth program have reached Washington during the past several weeks. Newspaper articles and radio broadcasts have stimulated interest in the proposed plan to aid at least 2,000,000 of America's unemployed youth. Details of the plan presented by United States Commissioner of Education, John W. Studebaker, to Secretary of the Interior Harold L. Ickes, in an effort to include it as a part of the Federal Government's new works program are submitted in this article, for SCHOOL LIFE readers. Copies of Commissioner Studebaker's radio address, *The Dilemma of Youth*, are available free from the Office of Education.—Editor.

[Continued on page 223]

Master Teacher on the Job

NEW HONORS came to Florida and one of its citizens early this year when Mark Bartley Jordan, teacher of vocational agriculture and principal of the high school in Chiefland, was chosen Master Vocational Agricultural Teacher of the South.

Before attempting to chronicle some of the high lights in Jordan's career—particularly during his 4 years as a vocational agriculture teacher—it may be well to point out how the all-southern master teacher is chosen. First of all, it should be understood that the award is not made as a result of a "contest." Teachers are judged entirely upon their accomplishments in carrying on their regular teaching programs. Such factors as knowledge of their communities and their agricultural needs, the type and effectiveness of their instructional programs, the enrollment of youths and adults in their vocational agriculture classes, the quality of the supervised farm practice work carried on by their students, their participation in agricultural and other community affairs outside their necessary classroom activities, and the farming success of their former students, are considered in judging candidates for the award.

Before a teacher can become an aspirant for the title of master teacher of the South, he must first have been declared master teacher in his district and his State.

Born in 1901 on a farm in the south central part of Escambia County, Ala., Mr. Jordan completed the first eight grades in rural one-teacher schools. Economic strain in his home resulted in his losing much time from school. Significant of his tenacity and persistence is the fact that he entered the high school at Camden, Ala., at the age of 21 on a self-supporting basis, where he completed the course in 3 years. He continued his education at the University of Florida, working his way through in the course in vocational agriculture, and graduated in 1930 with the degree of bachelor of science in agriculture.

Subsequent to graduation he was employed as principal and teacher of agriculture in the six-teacher school in Liberty, Fla. With the reopening of a vocational agriculture department at

★CHARLES M. ARTHUR *Describes Accomplishments of Mark Bartley Jordan, Florida Teacher Recently Chosen Master Vocational Agricultural Teacher of the South*

Chiefland, in the fall of 1932, Mr. Jordan was called to take charge, and a year later was appointed principal, also, of this 18-teacher school.

Mr. Jordan is an outstanding teacher. He couldn't be otherwise and win the honor recently accorded him. And if there is one characteristic that has helped him more than another to achieve success, it is his knowledge of his community—its people and its farming practices. From the beginning of his career in Chiefland, he has taken nothing for granted. He gets the facts. He knows the exact home location of each of his vocational agricul-

ture students—all-day part-time, and evening. He can tell you the amount and value of land in his community that is devoted to cultivated, cutover, waste, and timber land, and to the leading crop enterprises. If you want to know how much land is given over to the raising of farm animals—swine, beef or dairy cattle, goats, or poultry—and how many of the animals raised may be classed as purebreds, grades and scrubs, he can tell you that. He can tell you a lot of other facts, agricultural and otherwise, about Chiefland. He got these facts through survey and investiga-

[Continued on page 227]



Mark B. Jordan, Chiefland, Florida, was chosen from more than 2,000 vocational agricultural teachers in 12 Southern States to be the Master Teacher of Vocational Agriculture of the South. Looking at the certificate of award above are: J. A. Linke, Chief, Agricultural Education, Office of Education; Mr. Jordan, and Mr. R. D. Maltby, Agent in Agricultural Education for the Southern Region, Office of Education.

One Year on the Air

"E DUCATION in the News", the weekly radio program sponsored by the Federal Office of Education, and broadcast each week over the coast to coast National Broadcasting Co. network, observed its first birthday anniversary Wednesday, April 24.

A special Office of Education birthday radio party marked the anniversary, with chiefs of all divisions in the Office broadcasting briefly how their divisions help citizens. Fifteen persons took part in the 15-minute program.

Since April 25, 1934, when the weekly radio service from the Federal Office of Education was inaugurated, only one speech was broadcast, and this one only 5 minutes long, probably a record for educational programs on the air. With this exception, all other programs were interviews.

William Dow Boutwell, editor of the Office of Education, and of *SCHOOL LIFE*, has been in charge of the programs during the year. He and the Inquiring Citizen, a prominent Washington newspaper man, Mr. H. R. Baukhage, have done most of the broadcasting, the Inquiring Citizen representing the interests of citizens at their loudspeakers throughout the country. Appointed the first ambassador of radio listeners, the Inquiring Citizen is skeptical, suspicious of propaganda, insistent on clear and direct statements, irritated at statistics and long words, but withal a sincere believer in the importance of education. Mr. Inquiring Citizen generally makes a weekly visit to the Office of Education where he quizzes experts on questions relating to schools that have come to the surface in the week's news.

During the year self-tests for radio listeners in mathematical reasoning, extent of vocabulary, general information, vocabulary quality and geography have proven exceptionally popular. "Musistics," a combination of statistics and musical interpretation, have also been an interesting feature.

Several of the many telegrams and letters of congratulation sent to the Office of Education and read over the air during the first Education in the News birthday party are as follows:

★ "EDUCATION in the News", Weekly Radio Service From the Federal Office of Education, Broadcast by NBC, Marks First Anniversary; Telegrams Received

On behalf of the schools on the Pacific coast I offer my sincerest congratulations to the Office of the Federal Commissioner of Education on the completion of the first year of broadcasting its fine program, Education in the News. This program, flashed over the entire United States every week is doing a service for the American schools and American teachers which can be done in no other way.—Vierling Kersey, Superintendent of Public Instruction in California.

Education in the News has certainly been one of our most worth-while educational features, and we have appreciated the editor's untiring efforts in its behalf.—Judith Waller, Educational Director, Central Division, National Broadcasting Co.

My heartiest congratulations on your first birthday. Education in the News has become such a well-known service of the Office of Education that it is difficult to realize it was begun only a year ago.—Dr. George F. Zook, American Council on Education.

Heartiest congratulations on completion first year Education in the News broadcasts. This program has brought splendid results and has shown great response from teachers and parents everywhere.—Dr. Franklin Dunham.

Here is a wish for your radio anniversary. More stations with more power and more listeners which you deserve.—Maurice R. Robinson, editor Scholastic Magazine.

On behalf of the State Department of Education of Ohio and that of your countless friends throughout

Summer schedule

DURING the summer months the Office of Education's weekly broadcast, Education in the News, will go on over the National Broadcasting Co.'s basic red network, at 5 p. m., eastern standard time; 4 p. m., central time; 3 p. m., mountain time; and at 2 p. m., Pacific time. Listen in each Wednesday afternoon.



Greetings, Mr. Inquiring Citizen. Mr. Boutwell, Editor of *School Life* and Master of Ceremonies on the Office of Education's weekly Education in the News radio program, welcomes Mr. H. R. Baukhage, Ambassador of Radio Listeners, just before they "go on the air."

the State, let me express heartiest congratulations on the first birthday anniversary of Education in the News. It has been a venture most highly worth while.—Ben H. Darrow, director, Ohio School of the Air.

I should like to take this occasion to congratulate Commissioner Studebaker and those in the Office of Education who have worked hard to make this program useful and informative. I realize that it is a very difficult thing to maintain a high standard for such an undertaking week after week for an entire year. However, I think that such a standard has not only been maintained, but has shown steady improvement. I am sure that the many listeners to this program share my feeling in this matter and will welcome its continuance.—Harold L. Ickes, Secretary of the Interior.

Congratulations upon the completion of 1 year's Education in the News. The weekly radio program presented by the Office of Education during this past year reflects credit upon the Office of Education and upon you who have managed the programs. Your programs are doing much to strengthen education upon which our democracy rests.—Willard E. Givens, general secretary National Education Association.



Self tests given on Office of Education broadcasts by Dr. David Segel, are very popular.

Two formal recommendations were made by delegates attending the high-school conference:

1. That the National Education Association include at its next meeting as a part of the program of the department of secondary education a conference on high-school associations to be followed by similar conferences at State educational association meetings; and

2. That State and district units of the National Congress of Parents and Teachers include similar conferences in their meetings.

ELLEN C. LOMBARD

For 2,000,000 Youth

[Continued from page 220]

6. *Local administration.*—(a) The local board of education or other regularly constituted education authority designated by the State department of education would assume responsibility for formulating the detailed plan for the local community and for administering the program in accordance with a State plan prepared by the State department of education and approved by the United States Office of Education.

(b) To advise the local education authority, there would be organized a community advisory council for youth, whose members would represent the many educational, recreational, welfare, labor, and employment groups of the community, and other individuals interested. Youth should have large representation on this council.

7. *Wages and costs.*—(a) Wages for work or scholarship grants would be determined for each youth by the amount needed to enable him to participate in the educational and recreational program recommended for him by the guidance center and in the normal group life of which he should be a part. The maximum amount to be paid to any individual enrolling for the program would be \$20 per month; the wage for work performed to be not less than 30 cents per hour.

(b) The maximum allotted to any local education center per month is \$12 for each young person enrolled, according to the proposed plan. Up to 10 percent of youths 16 to 25 years of age in the community might be included; the number to be determined from the school census or other reliable records.

(c) From the allotment to the local education center would be paid all the local expenses of the youth program. Of the allotment spent, at least 75 percent would be paid in wages to youths for work performed, or in scholarship grants.

For further information, write to the Federal Office of Education, Washington, D. C.

National Congress Meeting

AT THE recent annual convention of the National Congress of Parents and Teachers in Miami, Fla., the Federal Office of Education reported some conclusions based upon its study of high-school parent-teacher associations as to what makes a good high-school association good.

The study, made under the direction of the Assistant United States Commissioner of Education, Bess Goodykoontz, covered only a small sampling of less than 250 organizations pointed out by leaders in the parent-teacher movement as successful.

A good high-school association, the study revealed:

1. Combines services of principal, teachers, and parents in planning and direction of its program.

2. Has definite stated objectives toward which it works in harmony with purposes of the organization clearly understood by school officials as well as by parents.

3. Places responsibility for leadership, for organizing and conducting group upon parents.

4. Has active cooperation of principal and faculty in developing objectives, plans, and programs.

5. Maintains membership fairly representative of student body to which it is related.

6. Arranges programs of meetings to include a minimum of business transactions and entertainment and a maximum of educational features.

7. Differentiates its programs of service and meetings from those of the lower

school to meet problems of the high-school pupil.

8. Avails itself of help that can be obtained from materials issued by State and national organizations and by various institutions.

9. Informs itself of condition of the school and of school finances and stands ready to protect the school's interests.

10. Maintains student-aid projects suitable to specific needs of the students.

11. Provides for participation of parents and faculty upon its executive committee and for retention of seasoned, able workers in some capacity, although officers may change every 2 years.

12. Studies needs of the school as well as of home and community and selects projects to meet needs.

13. Maintains at least one study or reading group.

14. Reviews its accomplishments at end of each year.

15. Sends its representative to district, State, and national meetings or conventions and when possible to regional conferences on high-school association problems.

16. Sets high standards and then tries to attain them.

17. Has practical bylaws in order that meetings may be conducted in an orderly way and fulfill the purposes and policies of the organization.

18. Furnishes its members with lists of books, and bibliographies on philosophy and practices of the high school and upon the high-school parent-teacher association.

SCHOOL LIFE



VOL. 20

NO. 10

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE
INTERIOR, OFFICE OF EDUCATION + + + +

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Commissioner of Education -	-	-	J. W. STUDEBAKER
Assistant Commissioner of Education -	-	-	BESS GOODYKOONTZ
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JUNE 1935

IS PEACE A CRIME?

(Guest Editorial)

An uncritical survey of a morning's news these days would lead one to the conclusion that, in spite of the fact that the United States has signed an agreement to renounce war as an instrument of national policy, it is a crime for the individual to agitate against war. A few days ago a young woman in Los Angeles was sentenced to 25 days in jail for "distributing pacifist literature." At the Connecticut Agricultural College it has been decreed that no student may oppose military training under penalty of dismissal, and at Hunter College, in New York, the meetings of an organization known as the Peace Council have been forbidden. In the New York *Herald Tribune's* account of what occurred at a meeting appears the phrase, "the ring-leaders of the Peace Council," which strongly suggests the current standing of those who object to war.

This identification of pacifism with crime is rapidly spreading in the United States and like the effort to require oaths on the part of school teachers, is strictly

Fascist in spirit. In Italy and Germany, pacifism is taboo—except, of course, for the formal expressions of peaceful intent with which Hitler and Mussolini mask the activity of their armorers. But in a democratically controlled country, it is rather shocking to find the civil arm stretched out to seize persons whose only offense is a greater zeal than the average in behalf of international decency and the observance of the commitments which the United States has already made in behalf of peace. The activities of pacifists are anathema to public sentiment in nations preparing for war. Is America one of them?—*The Sun, Baltimore, Md., May 2, 1935.*

FROM CHINA

We think SCHOOL LIFE readers will be interested in the following note received from a Convent in Manchukuo, China, addressed to Miss Margaret Shannon, Office of Education Mail and Files Division:

MARYKNOLL CONVENT,
Dairen, Manchukuo, March 11, 1935.

DEAR MISS SHANNON: Mother Rita Buttell, of Harbin, just sent us the copy of SCHOOL LIFE and the President's picture. It is nice to have such thoughtful friends. Thank you.

We have here, beside catechetical work among the Japanese and a kindergarten, a school for the foreign

children of the city. We opened up 3 years ago and have now an interesting group of 60, including a Turk, a Greek, three Asian Indians, an American, a Britisher, Russians, and Jews. The President would have been thrilled to see the greeting they gave his picture. Again, God bless you for your kindness.

Sincerely,

Sister MARY PETER.

The President's picture referred to is still available as an insert in the December 1934 issue of SCHOOL LIFE. Copies, 10 cents each, may be ordered from the Government Printing Office, Washington, D. C.

LATE BULLETIN

Howard W. Oxley, of New York City, has been appointed educational director of the Civilian Conservation Corps, succeeding Dr. C. S. Marsh, who recently became associate director of the American Council on Education. The new director has been educational adviser for the 92 C. C. C. camps in the Second Corps Area since last fall. He has been a high-school principal in Hardin, Mo.; superintendent of schools at Jerico Springs; professor at Iowa State College; educational adviser to Liberia; director of office training for the Standard Oil Co. of New Jersey; and investment counselor with Livingston & Co., New York City.



★ THE cover design for this issue of SCHOOL LIFE is another prize drawing submitted to the Federal Office of Education in the SCHOOL LIFE cover-design contest. The design on Music in Education was drawn by Vita Petrosky, Moore Institute of Art, Science, and Industry (merged with Philadelphia School of Design for Women), Philadelphia.

The composite picture above shows designs receiving honorable mention in the

contest at the Moore Institute of Art, drawn by (1) Rose Banokoff, (2) Janice Myers, and (3) Kathryn Sampson.

Competition in the Moore Institute of Art, Science, and Industry was carried on under the direction of Miss Harriet Sartin, dean of the school. Issues of SCHOOL LIFE in the fall will continue to show winning cover designs submitted by various art schools throughout the United States.

Education Bills Before Congress

DURING the past month there has been a considerable falling off in the number of bills relating to education that have been introduced in Congress and final action has not been taken on any important bill relating to education except that the Department of the Interior appropriation bill for 1936, carrying the appropriations for the Office of Education, became a law on May 9. The appropriations for the Office as carried in the act were outlined in *SCHOOL LIFE* for April 1935, page 180.

The bill (H. R. 7260) known as the "Economic Security Act" which provides for the care of crippled and dependent children and for vocational rehabilitation of disabled persons passed the House of Representatives on April 19 and is now pending in the Senate Committee on Finance. Both the Senate Committee on Agriculture and Forestry and the House Committee on Agriculture presented favorable reports on bills providing for increased annual appropriations for land-grant colleges, agricultural experiment stations, and extension work in agriculture and home economics.

Action on education bills in Congress during the past month was as follows:

Federal aid to education—Grants

S. 2228. Authorizes additional appropriations for land-grant colleges, agricultural experiment stations, and extension work in agriculture and home economics. (Reported with amendment by Senate Committee on Agriculture and Forestry, Apr. 18, 1935.)

H. R. 7160. Similar to S. 2228. (Reported favorably with amendments by House Committee on Agriculture, Apr. 4, 1935; passed House, May 15, 1935.)

S. 2883. Provides additional funds for the further development of vocational education in the several States and Territories in lieu of those authorized by the George Ellzey Act of 1934. Authorizes an annual appropriation until June 30, 1941, of \$12,175,000 for salaries and travel expenses of teachers, supervisors and directors of agricultural subjects, home economics subjects, and trade and industrial subjects, and for each year thereafter a sum less by \$500,000 than

★ HOUSE and Senate Fail to Act on Much Important Educational Legislation as Number of New Bills Decreases—By Lewis A. Kalbach

the amount for the preceding year until the amount authorized is \$6,175,000, which sum shall be authorized annually thereafter, and provides that the States and Territories shall not be required to match more than 50 percent of said appropriation prior to July 1, 1940, and not more than 75 percent in each subsequent year.

Authorizes an annual appropriation of \$1,027,000 for preparing teachers, supervisors, and directors of agricultural, trade and industrial, and home economics subjects.

Authorizes an annual appropriation to the Office of Education of \$150,000 for administrative expenses in carrying out the provisions of the act. (Introduced May 22, 1935, by Mr. George, of Georgia, and referred to Committee on Agriculture and Forestry.)

H. R. 8211. Same as S. 2883, above. (Introduced May 24, 1935, by Mr. Disney, of Oklahoma, and referred to Committee on Education.)

Federal aid for specified local school districts—Grants

During the past month the Senate passed 10 of the bills providing appropriations to local school districts for cooperation in the erection and equipment of school buildings on condition that Indian children shall be admitted to the schools maintained therein. Two other Senate bills were reported favorably to the House. Thus far none of the bills has been passed by both houses of Congress. Two additional bills have been introduced in the Senate, as follows:

S. 2621. \$150,000 to Devils Lake, N. Dak. (Mr. Frazier).

S. 2795. Granting to Union Graded School District No. 1, Colony, Okla., the lands and property formerly used for the United States Indian school at Colony, Okla.

Government institutions

H. R. 7486. Authorizes the Secretary of the Navy to appoint not more than 20 midshipmen annually to the Naval Academy from among the honor graduates of institutions designated as "honor schools" by the War Department, provided that not more than one midshipman shall be appointed in any one year from any one of such schools. Also authorizes the Secretary of the Navy to appoint midshipmen to the Naval Academy from among the members of the Naval Reserve Officers' Training Corps, provided that not more than one midshipman shall be appointed in any one year from any one of the educational institutions at which a Naval Reserve Officers' Training Corps unit is established. (Introduced Apr. 12, 1935, by Mr. Vinson of Georgia and referred to Committee on Naval Affairs.)

H. R. 7776. Directs the Secretary of War to appoint, upon the recommendation of the academic authorities of the educational institutions designated by the Secretary of War as "honor schools" and in which are conducted Junior Reserve Officers' Training Corps units officially recognized and approved by the Secretary of War, one cadet annually from among the honor graduates of such educational institutions to the United States Military Academy, said cadets to be admitted by certificate but subject to physical examination. (Introduced Apr. 29, 1935, by Mr. Ramspeck, of Georgia, and referred to Committee on Military Affairs.)

S. 2745. Similar to H. R. 7776, above. (Introduced May 3, 1935, by Mr. Duffy, of Wisconsin, and referred to Committee on Military Affairs.)

Office of Education

S. 2631. Provides for the operation of stands in Federal buildings by blind persons licensed by the Commissioner of

[Continued on page 233]

Comparative Education Conference

A CONFERENCE of persons interested in comparative education, the first of its kind to be held in the United States, met at the Federal Office of Education, Washington, D. C., on May 3 and 4, 1935. This was a working conference of 16 members, mainly professors of education in colleges and universities. The group, small though it was, represented territorially the States of Minnesota, Michigan, Texas, Tennessee, Virginia, Maryland, Indiana, Pennsylvania, New York, and the District of Columbia. A member of the staff of the Pan American Union was in attendance.

The conference was called to consider: (1) Ways of bringing about closer cooperation among the teachers of the three allied subjects—comparative education, history of education, and philosophy of education; (2) the nature of the courses to be offered in these fields; (3) the place of such courses in teacher-training curricula; (4) use in the United States of the educational experience of other countries; (5) the service the Office of Education can render in these fields of education; and (6) such other topics as it might care to discuss.

Previous to the meeting the Office of Education had sent a questionnaire to colleges, universities, and teacher-training institutions in the United States to ask about the courses now being given in (A) comparative education; (B) history of education; and (C) philosophy of education. Replies came from the continental United States, Alaska, and Hawaii to the number of 522. They showed a total of 778 persons actively teaching one or more of the three types of courses or combinations such as A and B, B and C, or A and C.

The conference decided that before undertaking to formulate any definite plan for coordinating the efforts of the rather large group of professional men and women having a common interest in this phase of education, more definite information was necessary. To obtain the information, it adopted a form of questionnaire which it asked the Office of Education to send out by May 23 of this year in order that the data may be available for use at the beginning of the fall term.

★ OFFICE OF EDUCATION *Meeting Considers Coordination of Effort of Those Having a Common Interest in This Phase of Learning; Conference Report by James F. Abel*

It adopted in principle, but with recommendation for further study, the report of its committee on the nature of the courses to be offered and their place in teacher-training curricula. That report in substance points out that it may be well for "State boards, heads of teacher-training

JOHN W. STUDEBAKER, United States Commissioner of Education, has announced that on May 14, 1935, the name of the Division of Foreign School Systems in the Federal Office of Education was changed to the Division of Comparative Education. The Division will continue to perform the same duties it has performed in the past and will take on other responsibilities under its new name. Dr. James F. Abel, Chief of the former Foreign School Systems Division, is head of the Division of Comparative Education.

institutions, and others, to consider whether they have not stressed too *early* and too *much* the acquisition of techniques, with the resultant exclusion of, or at least inadequate attention to those historical and philosophical elements which might reasonably be expected to give some insight and judgment as to the direction we ought to go today." The committee expressed its belief that it is necessary to look forward to a 5-year basis for certification, if the psychology, and the history and philosophy of education are to be done in as thorough a way as present-day education requires. For undergraduate students, it considered the history of education as a proper introduction to further study, psychology of edu-

cation as a necessary preliminary to philosophy of education, and philosophy of education to be a minimum of general attainment, prior to more technical studies. On the graduate level, assuming that the students already have a competency in history of education, it suggested that further study in this field should be along the lines of the student's specialization, such as history of elementary education, of secondary education, etc. With regard to comparative education, it recommended urgently "that courses in general comparative education be instituted in schools of education at an early date where they are not already, and that as far as possible the pursuit of such courses by graduate students be encouraged, looking toward the future possibility of making such obligatory."

Advisory committee

The Office of Education arranged for the use of the conference an exhibit of recent issues of the 100 or more educational periodicals that come to it from other countries, a few of the annual reports regularly issued by education authorities abroad, some of the useful yearbooks and handbooks now available, and a few photostat copies of degrees, diplomas, and certificates issued in foreign countries.

During the proceedings, the conference voted to organize as an advisory committee on comparative education and selected Dr. I. L. Kandel, of Teachers College, Columbia University, to be its chairman. It recommended to the Commissioner of Education that another meeting be called for the coming fall or winter.

A photograph of those who attended the Comparative Education Conference appears on the opposite page.

Master Teacher on the Job

[Continued from page 221]

tion. And he has set them down in the form of tables, charts, and diagrams. If for any reason he should suddenly pass out of the Chiefland picture, these facts would be available to his successor.

Naturally with such facts at his command, he cannot go wrong in setting up his agricultural courses. They are based, not upon what he thinks might appropriately be taught, but rather upon what he actually knows his students need.

Mr. Jordan keeps his instruction elastic. He can always introduce instruction in some new field when necessary. For example, screw worm, that dreaded enemy of beef and dairy cattle, broke out last year in Levy County, in which Chiefland is located. Mr. Jordan's first call for help came from a single farmer, whose calf, examination showed, was affected with screw worms. He diagnosed the trouble and prescribed the remedy. The news spread. Next day three other farmers, and the following day, fifteen farmers telephoned him for help. By that time Mr. Jordan realized he was dealing with an epidemic, which must be handled on a group rather than on an individual basis. He organized a class for instruction in screw-worm prevention and eradication. Result—a screw-worm eradication project was organized in co-operation with the county agricultural agent, under which the F. E. R. A. agreed to allocate \$7,500 for this work. Incidentally, instruction on screw-worm prevention and eradication is now a part of the regular class work of his students.

Only a glance at Jordan's record for the fiscal year 1933-34 is necessary to convince one that he leads a busy life. During the year he conducted two all-day classes in the Chiefland school and organized and taught a part-time class in the

Wolf Sink section. Total enrollment 78. Nor do his activities end with classroom instruction work. Each day-school pupil in agriculture, for instance, must undertake a supervised farm-practice program in connection with his class-room work. Mr. Jordan's practice is to aid each student in making a survey of his home farm, and in selecting projects which will fit in with the type of farming there carried on. And his record shows that including project and other trips Jordan made 672 calls at farms in the Chiefland area last year. He runs the country physician a close second.

His activities as adviser of the Chiefland chapter, Future Farmers of America, also, are legion. No form of Future Farmer

activity has been overlooked in the Chiefland chapter.

He organized and is the guiding spirit of a cooperative association which has already purchased and distributed several hundred dollars worth of fertilizer and seed. He is a pillar in a local church. He is senior warden in the local Masonic lodge. He is president of a county organization known as the League for Better Schools. And he is one of the organizers and a stand-by in the local parent-teacher association. And, remember, nothing has been said concerning the directing supervision of the entire program of the school as a whole, for which Jordan is responsible as its principal. That is a story in itself

Schools Report

IN A Staff and Salary Survey of the Long Beach (California) City Schools, data are presented showing professional training of teachers and salaries paid at each school level in Long Beach and in other California cities. Principles of a good salary schedule are discussed.

—★—
The State Board of Education of Louisiana has provided for more classroom supervision in the parishes. One supervisor for each 100 white and one for each 100 Negro teachers or major fraction thereof is allowed, the maximum number of classroom supervisors for any parish not to exceed three for either race.—Louisiana Schools, April 1935.

In West Virginia "the adoption of the county unit plan of organization and of the school-fund law, providing for the distribution of State funds to counties on an allocated teacher-pupil load, placed additional emphasis upon consolidation. Old district lines were eliminated. Counties found it necessary to reduce the number of teachers employed in order to receive maximum amount of aid from the State. Counties were redistricted without regard to such barriers as former district lines. The program of school consolidation far exceeded the record of previous years.—Report of the State Board of Education, West Virginia, July 1, 1932-June 30, 1934.

[Continued on page 239]

The Comparative Education Conference held in the Federal Office of Education May 3 and 4 was attended by the following persons, appearing in the photograph below, from left to right: Dr. Frederick Eby, The University of Texas; Dr. Edgar F. Long, University of Maryland; Miss Marjorie Simonson, Division of Comparative Education, Office of Education; Dr. Harold Benjamin, University of Minnesota; Dr. Michael Demiashevich, George Peabody College for Teachers; Dr. Thomas Woody, University of Pennsylvania; Dr. Alina M. Lindgren, Division of Comparative Education, Office of Education; Mr. S. Turosienski, Division of Comparative Education, Office of Education; Mrs. Concha Romero James, Division of Intellectual Cooperation, Pan American Union; Dr. W. C. Ruediger, The George Washington University; Dr. Florence E. Bamberger, The Johns Hopkins University; Dr. J. F. Abel, Chief, Division of Comparative Education, Office of Education; Dr. Henry Lester Smith, Indiana University; Dr. Stuart A. Courtis, University of Michigan; Dr. I. L. Kandel, Teachers College, Columbia University; Miss Dorothy I. Pratt, Randolph-Macon Woman's College, and Dr. Beryl Parker, New York University.



The Vocational Summary



WHAT can be done through a well-integrated adult-education program in a small rural community is illustrated by a plan now in operation in Sae City, Iowa. In this community, the population of which is 3,000, the teacher of vocational agriculture in the high school serves as director of evening schools and forum, under the superintendent of schools and the board of education. A community evening school council composed of representatives of farm organizations, service clubs, women's clubs, and similar organizations, serves in an advisory capacity for the program. Subcommittees of this council, representing various special groups, assist in the organization of different types of classes. Instruction is given for farmers in vocational agriculture, and in economic problems for men living in town and others interested in this field. Courses are also offered in home economics, play production, and music appreciation. To complete the cycle, a school is provided for children who are too young to remain at home while their parents attend classes. High-school teachers as well as local talent available for the purpose are in charge of the discussion groups. Following the class program, members of all groups meet in the high-school auditorium for a public forum. Because it is under the direction of the board of education, the entire program is properly coordinated.

Placement

Special attention has been given by the J. Sterling Morton High School and Junior College, of Cicero, Ill., to placement of those who have enrolled in its vocational classes in large numbers during the depression. Although placement has been difficult, F. N. Fultz, vocational director of the school reports the school placement has ranged from approximately 30 percent for graduates in electrical mechanics to 90 percent for graduates in toolmaking and machine drafting. "Our evening school", Mr. Fultz says, "is in a sense a clearing house in assisting young people to secure jobs. Many employers call upon us to contact candidates for jobs, because they feel that the best type

of young men and women are availing themselves of the evening school." At the present time the school is compiling a record of the work experience of graduates of its vocational courses. This record will serve two purposes: (1) Provide students with information on the types of occupations offering the best possibilities for employment; and (2) show the school administrators whether the training of their graduates has been effective.

Home economics assembly

The first State-wide assembly for Negro high-school home economics students in North Carolina was held at Winston-Salem Teachers College, Winston-Salem, N. C., April 12, through cooperation of that institution and the home economics division of the State department of public instruction. Thirty schools entered contestants, who competed in toy-selecting and food-planning demonstrations, and in demonstrations of ability to select and make clothing for themselves and others. Special conferences for the

teachers were conducted by the State teacher-training staff, and Miss S. Frances Mauney, assistant State supervisor of home economics education. It is expected that this assembly will become an annual event.

Jobs for the handicapped

A new idea in work relief service for the disabled is being successfully carried out by the St. Louis Relief Administration. Under this project 110 men and women with various disabilities—deafness, partial vision, amputations, and paralysis—who are on the relief rolls, have been put to work on woodworking and sewing. An unused school building is utilized for the purpose. The men are employed in refinishing and repairing school furniture—desks, chairs, tables, and similar equipment—from different schools in the city, as well as in making toys for distribution next Christmas to the children of families on relief. The women are engaged in making quilts and comforts for relief families next winter. The local vocational rehabilitation department coop-



Manuals and instructional outlines in vocational education for C. C. C. enrollees are being prepared in the Office of Education. Left to right are Ray L. Martin, Dr. J. C. Wright, Wayne Adams, M. R. Bass, C. E. Hedden, and W. M. Elem.

erates in this service by assisting the relief administration in selecting handicapped children for training.

In Hawaii

Harvey L. Freeland, director of vocational education in Hawaii, reports that approximately 1,200 boys—vocational agriculture students—are engaged in agricultural pursuits on sugar plantations in the island. As is true of many vocational trade and industrial courses on the mainland, the vocational agriculture program in Hawaii is set up on a cooperative basis. The students spend about one-half of their time in school and the other half on the plantations. They enter into long- or short-term cultivation contracts with the planters. Their work on the plantations is all done under the direction of vocational agriculture teachers. Boys on long-term contracts have the same responsibilities as any other contractor would have. They take over a field when the crop is ready for the first hoeing and follow the cane through its cycle of growth until it is ready for harvesting. They irrigate and fertilize the crop. They are paid as any contractor is paid and they divide up the proceeds as any syndicate would do. Last year vocational agriculture students made a net profit of approximately \$34,000 working on the plantations. Two years ago boys on two plantations obtained the highest sugarcane yield ever made on these areas. Graduate agriculturists are employed by the planters in "citizenship groups" under the supervision of a field boss. Approximately 65 percent of the graduates are engaged in agricultural work.

One-year home course

As a result of a movement on the part of parents who attended the White House Conference on Child Health and Protection held in the State of Washington 2 years ago, a movement was started at that time to require all high-school girls to take at least 1 year of home economics instruction. This movement having been approved by school administrators in the State at their district meetings last year, a committee composed of teachers of home economics, city supervisors of home economics, and members of home economics staffs in teacher-training institutions of the State, was appointed to work out a special course of study. The committee has been guided in its work by a central planning committee, of which the State supervisor of home economics is chairman. The new course consists of units in different phases of home responsibility, with special emphasis upon family relations and child develop-



Dr. L. L. Scranton and Dr. Roy W. Roberts, on temporary assignment to the Office of Education, are preparing subject matter for use in vocational agriculture courses in high school.

ment. Known as a "home relations" course, it is nonlaboratory in character.

Bridge welders trained

Two bridges are now under construction at San Francisco, one the bridge across the Golden Gate, and the other between San Francisco and Oakland. Acetylene and electric welding is used in the construction of these bridges. Contractors were on the verge of importing welders from eastern United States for this particular type of welding. Before doing so, however, they brought their problem to educational authorities in San Francisco and Oakland. As a result vocational classes for training men in the new type of welding were set up in these two cities. About 100 men, unemployed former welders unacquainted with the new type of welding, have already been trained and are employed. Additional numbers are to be given training from time to time. The training period ranges in length from 10 days to 6 weeks.

New vocation

A new vocation—that of chef in a club, restaurant, or hotel—has recently been opened up to Oakland, Calif., boys through the Central Trade School of that city. Classes for this vocation offer something more than mere instruction in cooking. They emphasize food elements, proper combinations of food, food quality, food purchasing, cooking of food to get

the proper results. A period of 3 years is normally required to secure the requisite training for a position as chef. Frequently, however, boys with 1 to 2 years' training are placed in actual jobs as advanced apprentices, continuing their classroom instruction on a part-time basis. These advanced apprentices, incidentally, are paid wages ranging from \$35 to \$65 a month, and in addition receive free meals. The classes for chefs are the outgrowth of requests from managers of bay cities hotels and clubs who realized the need of technical and related training which cannot be learned by chefs on the job.

Training for Children

Three agencies—the Rotary Club, the public-school system, and the local rehabilitation department—in Toledo, Ohio, are cooperating in the operation of a special class for training disabled graduates of the School for Crippled Children for various types of commercial employment. These graduates are not able to enter the regular high schools and follow academic work. The Toledo School Board has furnished a schoolroom for the class. The Rotary Club furnishes the teaching equipment, consisting of typewriters, adding machines, and other kinds of business machines. The local telephone company has installed a switchboard for use in the teaching program. And the salary of the teacher is paid by the Toledo Rehabilitation Department.

CHARLES M. ARTHUR

Education in the News

FOR MANY months we have been hearing and reading of teacher pay cuts, and of no salaries at all in many instances. Now comes encouraging news from many cities of salary restorations proposed or pay raises already scheduled.

Indianapolis will return to teachers half of the 11 percent cut, with \$1,200 set as a minimum yearly salary for all teachers.—*Indianapolis Star*, May 1.

"Cuts Restored to Teachers in Village School," headlines an article in the *Syracuse Post Standard*, April 21, telling of pay restoration for 32 teachers in Skaneateles High School under new annual contracts now being signed.

Provision for full pay of teachers in Pennsylvania is made in the \$6,030,121 general deficiency bill passed by the Senate on May 1.—*Philadelphia Inquirer*, May 2.

In Cleveland the pay boost is effective May 1, 846 senior high school teachers to get an increase of \$100 each, 997 junior high school teachers an increase of \$90, and 1,987 elementary school teachers an increase of \$80.—*Youngstown, Ohio, Vindicator*, April 2.

A maximum of \$1,200 for classroom teachers was set also by the Charlotte, N. C., school board.—*Charlotte News*, April 12.

The Indianapolis school board gave three reasons for voting a 5.5 percent pay raise for teachers, (1) increase in cost of living, (2) salaries of Indianapolis teachers are 9 percent below the national average, and (3) the general trend throughout the Nation toward restoring pay cuts to teachers.—*Indianapolis Times*, May 1.

In Minneapolis, where teachers asked the supreme court to rule on returning to them part of the money cut from their salaries in 1933, the court ruled against the teachers, "but declared the board of education is in a 'deplorable position' when it requires teachers to accept contracts without assurance that salaries will be forthcoming."—*Minneapolis Tribune*, May 3.

Low salaries in southern colleges and universities have driven outstanding men and women north * * *. As the situation stands today this region is paying for its inaction a fearful price in all that it professes so loudly that it desires to cherish.—*Montgomery Advertiser*, May 1.

★ MANY CITIES Report Salary Increases for Teachers; Other Important Highlights in the Nation's Press of Interest to Educators

Summer schools

"Summer schools in Baltimore, under the auspices of the department of education, will confine their work to the instruction of pupils of superior ability as proven by their work during the regular school years."—*Baltimore News and Post*, April 16.

In Boston, Mass., the summer schools will not open their doors this summer. "Boston's summer schools attended annually by about 9,000 boys and girls will be closed this year as part of the economy program adopted by the school department."—*Boston Post*, May 5.

"It seems ironical that Mayor Mansfield should want the school department to close summer schools to effect a saving of \$63,000," says Councilor R. G. Wilson, Jr., of Dorchester, Mass., "when he is appointing a record number of 76 constables at a cost of more than \$100,000 to the City."—*Boston Globe*, May 5.

Teacher oaths

Academic freedom and oaths of allegiance are still filling many columns of news print. See article on Teacher Oaths on page 234.

"It is still a bill to circumscribe freedom of speech and thought. It is still a bill to pick on the school teachers", according to the *Columbia, S. C., Record*, May 2.

Another editorial, Teachers and the Flag, in the *Portland, Maine, Press-Herald*, May 1, comments as follows: "We hold to the opinion that if there are any public-school teachers in this country who object to pledging their allegiance to their country or showing their loyalty to its flag, they should be weeded out and immediately separated from the public pay roll."

"To a communist the oath administered in our courts or by any official qualified to administer an oath is as empty a form

as dipping his fingers in the blood of a chicken", the *Springfield Ohio Sun*, May 1, reports on the other side of the controversy. "If he believes he can forward what he considers a highly important if not actually holy cause by taking such an oath, and breaking it, he will not hesitate a moment."

R. Charlton Wright, wrote on the teachers' oath bill in the *Columbia, S. C., Record*, May 4: "Interpreted by ignorant, intolerant, or prejudiced political school boards (and some of them deserve such appellations) and equally intolerant and ignorant politicians, it could be made a weapon to strike down any teacher who dared to express a liberal thought or suggest an imperfection in the Constitution."

Another interesting view of the situation is described by D. D. Wallace, Wofford College, Spartanburg, S. C., as follows: "The whole movement originated in the North and West, where a few soap-box orators have alarmed timid people for the safety of American institutions * * *. Even Voltaire could say 150 years ago, I oppose what you say, but I would give my life to defend your right to say it * * *. The oath movement smacks too much of the intellectual tyranny of Mussolini, Hitler, and Stalin. Wholesale oath-taking merely cheapens the idea of the obligation of oaths." (*Columbia, S. C., State*, May 4.)

Higher education

"American colleges and universities are today in need of the introduction of the fine arts in their curriculum", said John Crowe Ransom, professor of English, Vanderbilt. "In the future, as women increase in numbers and power in our colleges, they are certain to impose their aesthetic interests in our curriculum and bring in fine arts." (*New Orleans Tribune*, May 1.)

Educators' Bulletin Board



Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan, is as follows:

ADAMS, J. HARRY. A study of the relationships of the schools and the press in Michigan during 1933-34. Master's, 1934. University of Michigan. 99 p. ms.

BRADLEY, HOWARD R. A survey of the public schools of Sinclairville, New York. Master's, 1934. Syracuse university. 109 p. ms.

DAVIS, WILLIAM R. The history, development, and present status of Negro education in East Texas. Doctor's, 1934. Teachers college, Columbia university. 150 p.

EICHLER, GEORGE A. Studies in student leadership: Controlled experiments in the teaching of leadership with a quantitative analysis of the components of leadership, Master's, 1934. Pennsylvania State college. 79 p. ms.

GODSON, WILLIAM F. II. A history of West Point, 1852-1902. Doctor's, 1934. Temple university. 108 p.

HAYCOCK, BERNARDINE J. The use of a practice material to eliminate language errors. Master's, 1934. George Washington university. 54 p. ms.

HEFFERNAN, MARY M. A study of selected reactions of sophomore college women during a period of strain as represented by the final examinations, in contrast to a period of average college activity. Master's, 1934. Syracuse university. 165 p. ms.

HOBSON, JAMES R. The relationship of physical growth to school achievement at the age of adolescence. Doctor's, 1934. Harvard university. 188 p. ms.

JAMALI, MOHAMMED F. The new Iraq: its problem of Bedouin education. Doctor's, 1934. Teachers college, Columbia university. 160 p.

KESSLER, HENRY H. The crippled and the disabled: rehabilitation of the physically handicapped in the United States. Doctor's, 1934. Columbia university. 337 p.

LEE, J. MURRAY. Testing program for secondary schools. Doctor's, 1933. Teachers college, Columbia university. 124 p.

LYON, HENRY B. A personnel study of head football coaches in the senior high schools of Indiana, Illinois, Ohio, and Kentucky. Master's, 1934. University of Michigan. 101 p. ms.

MEREDITH, PAUL E. Status of mathematics and mathematics teachers in the secondary schools of West Virginia. Master's, 1935. West Virginia university. 122 p. ms.

MYERS, HAROLD A. Value of extracurricular activities to the graduate. Master's, 1934. Pennsylvania State college. 26 p. ms.

PEARCE, HARDY L. Sport preferences of boys in the public, private, and colored high schools of the District of Columbia. Master's, 1934. George Washington university. 36 p. ms.

RUEDIGER, IMOGENE I. A study of cheating in grades 3, 4, and 5. Master's, 1934. George Washington university. 43 p. ms.

RUSSELL, Rev. WILLIAM H. The function of the New Testament in the formation of the Catholic high-school teacher. Doctor's, 1934. Catholic university of America. 294 p.

SUMMER, B. RALPH. Changes and trends in civics material as shown by 18 textbooks on the high-school level, between 1850 and 1933. Master's, 1934. Pennsylvania State college. 47 p. ms.

THOMPSON, HORACE R. A study of the sociological background of Manhasset Valley school children. Doctor's, 1933. New York university. 249 p. ms.

RUTH A. GRAY

Meetings

American Association of University Women. Los Angeles, Calif., June 24-29.

American Child Health Association, Iowa City, Iowa, June 19-22.

American Home Economics Association. Chicago, Ill., June 24-28.

American Library Association. Denver, Colo., June 24-29.

American Optometric Association. Miami, Fla., July.

American Pharmaceutical Association. Portland, Oreg., August.

Association of Childhood Education. Swampscott, Mass., June 27-30.

International Federation of Teachers Associations. Oxford, England, August 10-17.

Mathematical Association of America. Ann Arbor, Mich., September.

National Association for Nursery Education. St. Louis, Mo., October 31-November 2.

National Congress of Colored Parents and Teachers. Tallahassee, Fla., July 28-31.

National Education Association. Denver, Colo., June 30-July 5.

Departments:

Administrative Women in Education.

Adult Education.

Art Education.

Business Education.

Classroom Teachers.

Deans of Women.

Educational Research.

Elementary School Principals.

Kindergarten-Primary Education.

Lip Reading.

Music Education.

National Council on Education.

Rural Education.

School Hygiene and Physical Education.

Science Instruction.

Secondary Education.

Secondary School Principals.

Social Studies.

Special Education.

Supervisors and Directors of Instruction.

Supervisors and Teachers of Home Economics.

Visual Instruction.

Vocational Education.

National Tuberculosis Association. Saranac Lake, N. Y., June 24-27.

New York State Teachers Association. Hempstead, Long Island, N. Y., October 11.

Third Conference on Business Education. Chicago, Ill., June 27 and 28.

World Federation of Education Associations. Oxford, England, August 10-17.

MARGARET F. RYAN

New Books and Pamphlets

Health and Safety Education

CONSERVING the Sight of School Children, a program for public schools. Report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association with the cooperation of the National Society for the Prevention of Blindness, Inc., 1935. New York, National Society for the Prevention of Blindness, Inc., 1935. 54 p. illus. 35 cents.

A source of up-to-date information on the protection of the eyesight of school children, planned for the use of administrators, teachers, and parents.

Outlines of Personality Analysis and Reconstruction for Teachers and Teachers in Training, by Frederick L. Patry. New York, National Child Welfare Association, Inc. c1935. 47 p. 10 cents.

Helpful methods of translating into practice the principles of mental hygiene.

Activities

Children's Activities, for Home and School. Chicago, Ill., Published monthly by Child Training Association, Inc. \$2.50 a year. 25 cents single copy.

Contains stories, play projects, posters, drawings, games, puzzles, songs, things to do, and things to make.

School and Home Gardens [by] Lea Reid. Sacramento, Calif., Published by California State Department of Education, 1935. 57 p. illus. 15 cents. (Science Guide for Elementary Schools, v. 1, no. 7.)

Detailed directions for home and school gardens; divided into units, suitable for grades 1 to 8.

Parent education

Three Family Narratives, for use in parent education groups, with a discussion of the problems of study-group leadership [by] George K. Pratt. New York, National Council of Parent Education, Inc., 1935. 75 p. 75 cents.

A consideration of the emotional as well as the intellectual factor in the study-group situation and its constructive use in the processes of parent learning.

SUSAN O. FUTTERER

Small Schools—Large Costs

THERE ARE rural schools in the United States in which the education of a child is costing the public more than \$1,000 per year. This statement stirs the imagination to visions of an education de luxe. Generally speaking, however, the education provided in such schools is found to approach the opposite end of any qualitative scale which might be applied.

The purchase of a comparatively poor quality of education at so high a cost naturally demands an explanation. The answer is found in the extremely small schools maintained by the small rural districts. In an article in May *SCHOOL LIFE* it was pointed out that there appear to be about 250 schools in the United States which serve a total attendance of only one child each. Indeed, sometimes school officers of sparsely settled areas are so eager to continue the legal identity of their small school districts that they maintain a school when there is no child at all to attend it. Thus we have a situation in which children are educated in public schools on a private-tutor basis. For the Nation as a whole there are approximately 7,000 rural one-teacher schools with five or fewer pupils in attendance.

Small schools naturally result in a small number of pupils per teacher and in extremely small classes. These in turn are responsible for the high per capita costs. There are more than 10,000 one-teacher schools in Illinois alone. They have an average attendance less than 15 pupils. Iowa has more than 9,000 such schools with an average attendance of 16 pupils; Minnesota has nearly 7,000 such schools with an average of 12 pupils per school. Although the wages paid to the teachers of these small schools often do not exceed \$500 per year, the cost per pupil for maintaining such small schools often run inordinately high. Of course the poorer and more poverty stricken a school is the less it costs and the smaller districts tend in teacher qualifications, teacher salaries, housing and equipment, and the like, to approach the minimum as closely as they can. This explains the observation that in these small schools society continues to purchase a very poor quality of education at a very high price.

★ WALTER H. GAUMNITZ *Presents Facts and Figures for School Life Readers to Prove That Most of Our Small Schools are Expensive*

Poor teachers—Low salaries

The accompanying tables provide concrete evidence to show that small schools are expensive. A school which costs more than \$1,000 per year if maintained for but a single child costs \$1,000 per child; if attended by two children the per pupil costs run to \$500 per year. Clearly as the schools become larger, other things being equal, the cost of providing a year of schooling falls. Costs of the small schools vary between States because of the poverty-stricken basis upon which the one-teacher schools in many of the States are operated. Boards of the smaller schools insist upon employing teachers with the least amount of training which the State will approve and to pay the smallest possible salaries. In other States more liberal provisions are made for rural children.

Further evidence that small schools tend to be more expensive comes from

Per pupil costs in 1-teacher schools by size of school

State	Pupils per school				
	1-5	6-10	11-20	21-30	30 or more
Arkansas ¹	\$77	\$33	\$25	\$21	-----
Arizona ²	-----	185	121	108	\$107
Idaho ³	288	155	93	60	48
Maine ²	232	176	90	61	-----
Minnesota ^{2 4}	590	216	103	70	48
Missouri ^{2 5}	168	92	54	35	-----
Nevada ²	332	190	114	95	45
Utah ^{1 2}	-----	126	45	26	-----
Wisconsin ⁵	-----	100	61	42	30

¹ Based on teachers' salaries only.

² Based on average daily attendance.

³ Based on enrollment.

⁴ Includes schools with 9-month terms only.

⁵ Based on sample study.

other States. South Carolina recently found that the costs varied from 32 cents per pupil per day in 1-teacher schools to 18 cents, nearly half as much, in schools with 8 or more teachers. Data from Kansas also show marked decreases in cost, with increases in the teaching staff. A review of monthly average daily attendance costs of that State shows \$9.89 for 1-teacher schools, \$8.58 in rural schools employing 2 or more teachers, \$7.64 in schools of cities of the first class, and \$6.39 in cities of the second class. Maryland shows annual per pupil costs of \$52.30 in the 1-teacher white schools, \$49.99 in the 2-teacher schools, and \$46.88 in the graded schools. In Arizona the costs decrease from \$132 per pupil in attendance in 1-teacher schools to less than \$85 in schools with 9 or more teachers. All of the data given above relate to elementary schools. Costs similarly high if not higher could also be shown for the small high schools.

States saving

Of course many of the States could effect substantial savings in school costs if they were to take the first steps toward the solution of the rural-school problem, namely, the discontinuance of their smallest schools and the transportation of any children thereby removed to unreasonable walking distances. Districts having less than a given minimum of taxable wealth or fewer than a given number of children of school age could be dissolved and the education of the children involved taken care of in neighboring schools. Data presented in the following table show the finding of recent studies relating to this problem in four of the Mid-Western States in which this problem is most acute:

State	Basis of proposed reorganization	Amount to be saved
Illinois....	Abandon 3,964 schools with an average attendance of 12 pupils or fewer.	\$4,776,574
Iowa.....	Abandon one-half of the 9,540 1-teacher schools and take the children to the remaining schools.	3,462,790
Kansas....	Combine small 1-teacher schools so as to effect an average enrollment of 30 pupils per teacher.	3,562,000
Wisconsin..	Abandon 1,000 schools attended by fewer than 15 pupils, the consolidation of which local school authorities consider feasible.	525,000

It is always a moot question whether rural education through the consolidation of small schools costs less money. Invariably when such consolidation takes place the communities proceed to improve their educational programs. They build better buildings and provide better teachers for their children. They extend the length of the term from 7 or 8 months to 9 months, and frequently they begin to provide high-school opportunities for their children. They purchase more books and in many other ways enrich the educational diets provided. Too often, however, the consolidations undertaken are smaller than they should be or the educational program attempted is too large for the size of the school. The result is that the classes and the ratio of pupils to teachers continues to be small. Obviously when the above conditions prevail such communities do not reduce the per pupil costs through consolidation. Unless the State carries a portion of the increased burden the result frequently is increased costs. But it should not be lost sight of that in these consolidated schools society buys a great deal more education for the money spent than before consolidation. Thus the consolidation of the small schools may prove to be excellent economy even though the total costs may not be lowered.

Per pupil costs in extremely small 1-teacher¹ schools of 4 States

State	Pupils per school in average daily attendance									
	1 ¹	2	3	4	5	6	7	8	9	10
Arizona.....						\$245	\$246	\$198	\$198	\$152
Colorado.....	\$917	\$558								
Missouri ²	851	378	\$186	\$172	\$127	115	94	92	83	70
Nevada.....	1,361	588	365	282	246	213	206	182	167	166

¹ A recent news item declares that 8 schools in the State of New York attended by 1 pupil each are costing a total of \$10,253, or \$1,281.60 per child.

² Sample study from 25 counties.

The evidence is conclusive that small schools entail large per pupil costs. There can be no doubt that many of these small schools could be abandoned and better educational opportunities provided through the establishment of larger school units, and that a great deal of money could be saved or more efficiently spent. Indeed, there is general agreement among educators that the one outstanding problem of public-school administration and support is that of reorganizing and rehousing of the rural schools. The job should, however, not be undertaken in any haphazard or piecemeal fashion. Careful surveys by States and by counties should be undertaken and careful long-time plans devised whereby a sound program of rural education can be evolved. Such a program not only promises large savings in school costs but infinite benefits to rural life.

Information on the prevalence of extremely-small schools in the various States, the relationship of small schools to educational costs, and the ways and means through which education can be provided in rural communities without maintaining so many small schools was recently gathered by the United States Office of Education and published as Bulletin 1934, No. 3, "Economies through the Elimination of Very Small Schools", Price 10 cents.

N. B. An article, How Small Are Our Schools, by Mr. Gaumitz, appeared in May SCHOOL LIFE.—Editor.

Education Bills

[Continued from page 225]

Education, etc. Similar to H. R. 4688 (see SCHOOL LIFE, March 1935, p. 165). (Introduced Apr. 19, 1935, by Mr. McKellar of Tennessee and referred to Committee on Public Buildings and Grounds.)

Miscellaneous

S. J. Res. 107. Authorizes the acceptance of the bequest of the late Oliver Wendell Holmes to be used in part for the purpose of establishing not exceeding 15 scholarships at not exceeding \$1,000 each

to students in the senior classes of law schools to enable them to pursue their studies of the law and principles of Government in Washington as attendants in the Halls of Congress and the Supreme Court of the United States for periods not exceeding in any case a term of said court. (Introduced Apr. 24, 1935, by Mr. Robinson, of Arkansas, and referred to Committee on the Library.)

In the Libraries

TWO ITEMS of interest to librarians appeared in the Journal of Adult Education for April. The first refers to a plan that has been in operation at the University of Chicago for the past 2 years. There was set up at International House a library well supplied with books, periodicals, and newspapers. The collection was chosen with great care and has proven popular with the students. Information concerning the list of books may be obtained from Leon Carnovsky, graduate Library School, University of Chicago.

The second item refers to the American Merchant Marine Library Association. A new series of "Sea Letters" is to be published quarterly to give news of the service and to list the books wanted. These letters may be obtained from the association at 67 Wall Street, New York City.

Many kinds of classification systems have been used from time to time in different libraries. The librarian of Bucknell University has recently tried one that seems entirely new and original. She has announced that the students may find the volumes in the library classified by "moods." The books are arranged for those suffering from Boredom, Indifference, Love, Dejection, etc., or to serve those who desire Travel, Recreation, Cultural Growth. We await a report on the success of the scheme!

An interesting account of the college libraries of colonial America is a doctor's dissertation by Louis Shores, librarian of George Peabody College for Teachers. It is entitled "Origins of the American College Library, 1638-1800." It discusses at some length the book collections and library organization of the nine colonial colleges.

SABRA W. VOUGHT

Teachers at the Battle of Oaths

SHALL teachers swear or not swear? The recent wide-spread interest concerning this issue has given rise to many lively discussions and perplexing questions. Within recent years more than one-third of the States have enacted laws which require public-school teachers to take an oath of allegiance. During the past few months the framing of oaths for teachers has been a popular indoor activity at many State capitals. This year measures of this character have been proposed in approximately 20 State legislatures and in a few States similar requirements have been proposed for students.

Oaths not new

The history of oaths is lost in antiquity; and academic oaths are not new. In medieval times academic oaths often took the place of examinations—students took oaths that they had read certain books—and during the Puritan movement in England students were required to swear that the Crown was the head of the church and in many instances candidates for a degree were required to subscribe to the Articles of Faith and the Book of Common Prayer. In a few of the earlier constitutions of the American Commonwealths—Massachusetts, for example—elaborate oaths were prescribed. These oaths were designed to exclude from public service persons of certain religious beliefs and political (Tories) alignment. With the growth of liberalism oaths were either liberalized or abandoned.

Oath defined

There is much speculation concerning the significance or the effect of a teacher's oath. In this connection it may be interesting to consider a few accepted definitions of an oath. Bouvier, in his *Law Dictionary*, defines an oath to be—

An outward pledge given by the person taking it that his attestation or promise is made under an immediate sense of his obligation to God.

According to other legal authorities, an oath is—

A religious act by which the party invokes God not only to witness the truth and sincerity of his promise, but also avenge his imposture or violated faith, or, in other words, to punish his perjury if he be guilty of it.

★ **WARD W. KEESECKER**, *Specialist in School Legislation, Discusses the Teacher's Oath Issue for School Life Readers*

Webster says an oath is—

A solemn affirmation or declaration, made with an appeal to God for the truth of what is affirmed.

From the foregoing it will be seen that the general purpose of an oath is to increase the certainty that the person whom it binds will tell the truth or keep the promise. In the very nature of things, an oath, if it be used at all, must accommodate itself to the faith of the person sworn since here lies all its power.¹

How far an oath is effective in binding the conscience of the affiant is a moot

after death is likely to be ineffective in binding the conscience.

Function of a teacher's oath

It is noteworthy that the function of an oath may vary according to the duties to be performed by the party sworn. For example: A witness is sworn to tell the truth; an executive officer is sworn to faithfully execute the laws; a legislator is sworn to support the Federal and State Constitutions, the inference being that he will not support legislative measures which are in violation of constitutional provisions.

The significance of an oath as it relates to the *processes of teaching and learning* has not been judicially defined. No case involving this point has come before the courts for determination. Hence, there is wide-spread speculation concerning what may constitute violation of teachers' oaths. The broad and logical inference is that a teacher *sworn to support* the Federal and State Constitutions (and in most instances State laws) is bound in conscience to faithfully uphold the provisions and principles of said laws. Among some of the perplexing questions which arise from this situation are:

1. Should a teacher be required to give up his conscience in matters of State or public policy and teach only "the glory of things as they are," or should he be free to suggest ways of improving existing laws or public policy in order to meet new and changing conditions?

2. Were those citizens disloyal who denounced constitutional provisions which denied freedom and citizenship to Negroes, or who fought for the repeal of national prohibition?

3. Would a teacher sworn to support Federal and State Constitutions and State laws be free to teach the facts concerning both or all sides of current controversial social or political questions without fear of molestation because such facts may im-

A Typical Teacher's Oath Prescribed by Law

I SOLEMNLY swear or affirm that I will support the Constitution of the State of Colorado and of the United States of America and the laws of the State of Colorado and of the United States, and will teach, by precept and example, respect for the flags of the United States and of the State of Colorado, reverence for law and order and undivided allegiance to the Government of one country, the United States of America.

question. The testimony of judges and lawyers indicate that false swearing is so common as to constitute an obstacle to justice. There are many who feel that a conspirator who intended to make war on the Constitution or to overthrow the Government would not be stopped or deterred by the taking of an oath; and an oath taken by one who professed disbelief in future rewards and punishment

¹ The Federal statutes declare that "the requirement of an oath shall be deemed complied with by making affirmation in due judicial form." This privilege apparently prevails among all the States.

pinge upon the sanctity of some law? If so, would this result in restricting the "freedom of the pupil to learn"?

4. Is there "a higher law than the Constitution"?

Arguments for teacher's oath

Teachers' oaths have been sponsored primarily in the name of patriotism by certain groups or organizations. The principal reasons advanced in behalf of oaths may be summarized as follows:

(a) Why shouldn't teachers take an oath? Many public officials are required to do so.

(b) Any teacher who would not agree to support the Federal and State Constitutions and State laws is unfit to train future citizens.

(c) Many educators and teachers are communistic. Oaths of allegiance would exclude communists from public schools.

(d) Teachers have great influence in molding public opinion and should be "100 percent Americans."

(e) Teachers should not be permitted to use their positions to promote propaganda or prejudiced views.

Arguments against oaths

The recent unprecedented legislative activity to require oaths of teachers has been for the most part opposed by teachers, scientists, and educators. The principal reasons which have been advanced against teachers' oaths are:

(a) The duties of teaching differ from those of Government officials.

(b) Most of the existing patriotism in the United States has been instilled by the great army of teachers, past and present.

(c) No proof exists that teachers as a class are disloyal or communistic.

(d) Teachers' oaths may become instruments for restricting "the freedom of teaching" and "the freedom of learning"—there is no agreement on what constitutes violation of oaths.

(e) School boards now have adequate authority to deal with any teacher when

it is shown that he uses his position to disseminate political propaganda or prejudiced opinions, or for attempts to overthrow the Government.

(f) Education includes not only a process of imparting truth but also a search for truth as well, and teachers and students should be free to examine the merits and demerits of old and new theories pertaining to political, economic, religious, or natural philosophy.

(g) Others who mold public opinion, such as politicians, newspapermen, authors, etc., are not subject to an oath of allegiance, and compelling teachers to take oaths singles them out as disloyal.

And so the battle rages on: The proponents of oaths say: "The schools are not teaching 100 percent Americanism." The opponents of oaths say: "A teacher's oath smacks of spying around corners on already overworked teachers lest they forget some small detail of the morning's flag ceremony spoken day after day."

Need of tolerance

In connection with the recent deluge of legislative proposals for teachers' oaths it may be of interest to note at least two contrasting proposals. A California legislative proposal would direct the State department of education and the State superintendent to stress the significance of tolerance as a basic American principle, defining the meaning of intolerance, and would provide for the inclusion of instruction of tolerance in the public-school system. A proposed law in New York would provide that removal or disciplinary measures against a teacher shall not be based on expression of opinion on any political, social, or economic subject, or on any out-of-school activities in public affairs, or membership in or adherence to the principles of any lawfully constituted party or group.

During our economic and social stress, when few, if any, are sure of the best or true way; when we need counsel from every angle, it would appear wise as well as tolerant to keep untrammelled the avenues of teaching and learning, and to foster freedom in the search for truth and the soundest policy—to cherish freedom for truth and truth for freedom. The impulse and search for truth have been fundamental in the development of free governments; and 1,900 years of human experience have not yet completed an answer to that historic and dramatic question propounded by Pilate to Christ, "What is truth?"

MY DEAR FRIENDS:

ANOTHER school year is at an end, and I take pleasure in having a word with you, our country's educators, at this time.

Looking back over the 1934-35 school term, we see a year of crisis and struggle for education, but also a year marked with many worth-while accomplishments and plans for the future, through our cooperative effort.

The year's educational horizon was still clouded with too many closed schools, too many shortened terms, too many unpaid or underpaid teachers, too many thousands of unemployed high-school and college graduates, and all too little money in general to perform properly those functions which education in a Nation such as ours should rightfully perform.

Through the dark clouds here and there, however, we have seen the light of better State finance systems, revised State tax laws bringing in more money for school use, and relieving the strain of Federal relief for school purposes. We see more schools being repaired and constructed, more cities paying or increasing teachers' salaries, and schools carrying on through normal length terms.

We have seen school enrollments rise to a new peak during the year, with younger children and older men and women benefiting from instruction of some kind. We have delighted in having high-school debaters, our citizens of tomorrow, acquaint themselves with and express to others the tasks of and problems facing education. The three hundredth anniversary of secondary education also focused national attention upon our schools, their progress, and contribution to American life. Public forums in public schools, given stimulus during the year, provide another potential Nation-wide contribution of education to our citizens and taxpayers.

In this brief message it is impossible to review all of the inefficiencies, all of the inequalities, or on the other hand, all of the reports of educational progress. We in education must continue to struggle, however, to center attention on education, good or bad, to eliminate the worst and to extend the best. At this time I think we can sincerely feel that the worst for American education is in the past, and that the future with our continued cooperative effort, holds much promise.

J. H. Sturden

Twelve Leaders in Secondary Education

THE first great leader of secondary education in America was Ezekiel Cheever, an actual teacher of boys, who gave his long life to classroom experience with them.

Cheever, sixth headmaster of the Boston Public Latin School, was born in London, January 25, 1614, and came to Boston in 1637, only 7 years after its settlement. He went the next year with a small group of pioneers, John Davenport, Theophilus Eaton and others to New Haven where a colony was established.

For all purposes, young Cheever was one of the colonists. He was one of the 12 men chosen to establish the church and was a member of the court at its first session. This position was important for there were as yet no codes of laws. Each dispute had to be settled on its merits. In 1646 he was a deputy to the General Court, and doubtless took a great interest in the Massachusetts law of 1647 which required a school to be set up in every township of 50 householders, and a grammar school in every community of 100 householders.

We have little history for the early life of our master, but tradition has it that he was a pupil of St. Paul's School and a later entry shows that he was a pupil in Emmanuel College, Cambridge. These events probably occupied most of his life before he arrived in Boston. Although never ordained to the ministry, he preached occasionally. During his stay in New Haven he probably wrote the "Accidence," an elementary Latin grammar of less than 100 pages. Some 20 editions all told were printed, 18 of these before the Revolutionary War. The last appeared less than a century ago.

One hope of the founders of the New Haven Colony had been to found a college "for the good of posterity", but circumstances did not favor the idea, although they had set apart land for a college. Until the founding of Yale College, they sent their young men to Harvard, supplying about 1 in 30 of its students prior to 1700. In its place, however, they had a so-called "free grammar school" which was supported by endowments, grants of land and rates for parents who could afford it. Of this school,

★ **DR. WILLIAM JOHN COOPER, *Former United States Commissioner of Education, Tells of Great Leaders in America's High-School Education, 1635 to 1935.***

as soon as it was established, Mr. Cheever was made master. His salary was fixed at an early meeting at 20 pounds per year. Here Cheever served for about 12 years of his career, resigning in November, 1650, to become master of a similar school established in Ipswich.

Today a visitor to Ipswich may see on the green a monument with a plaque on which are written the words: "A few feet east of this spot were the dwelling and schoolhouse of Ezekiel Cheever, first master of the grammar school, 1650-1661." In November 1661 Cheever moved to Charlestown, after making the free school at Ipswich "famous in all the country."

Of this work in Charlestown there is little record. He accepted a call from Boston in January 1671 to become master of the grammar school there. This was his last move, for he remained in this place 38 years. Here he was acquainted with prominent men in the life of the country.

Judge Sewall, a frequent visitor to Cheever's school wrote in his diary, "Mr. Edward Oakes tells me Mr. Cheever died last night." His funeral was from the schoolhouse, and was attended by all the prominent persons in Boston. The closing diary note by Judge Sewall read: "So that he has labored in that calling, skillfully, diligently, constantly, religiously, 70 years, a rare instance of piety, health, strength, serviceableness."

Flower, Pastorius, and Dock

Not only may we celebrate this year the three-hundredth anniversary of secondary education, but we may also note in passing the one hundredth anniversary last April of the free school act in Pennsylvania. Prior to that time all schools were founded and maintained by pioneers.

Early records for Pennsylvania show the founding of the William Penn Charter School in 1683 when the colony was but a year old. Enoch Flower, a teacher of some 20 years' experience in England, was employed to teach reading, writing, and arithmetic, and in the same year a minute is found regarding establishment of a higher school of arts and sciences.

In 1701 a school was established at Germantown under direction of the most learned founder of that town, Francis Daniel Pastorius, master of several languages and highly educated in science and philosophy. There was also a schoolmaster, Christopher Dock, in the Mennonite School on the Shippaek, who was famous among the plain people of that region and whose work on schools was written at the request of Christopher Saur of Germantown.

Bache

Or to come more nearly to our own time, Alexander Dallas Bache, a grandson of Benjamin Franklin, born in 1806, made an elaborate report on education in Europe which was our earliest comprehensive report on European education. He served for 2 years as instructor in West Point, from which he graduated in 1826, and for 8 years as a professor in the University of Pennsylvania, president of Girard College, and principal of Central High School, Philadelphia.

But it is not to the highly educated Pastorius nor to the pious educator Christopher Dock, nor even to the brilliant author of the great survey of European schools, Alexander Dallas Bache, that we attribute the leadership of secondary education in the eighteenth century. The standard bearer of his period is that American-born genius in many fields, the grandfather of Bache, Benjamin Franklin himself.

Franklin

Born into a large family, January 17, 1706, a little over 2½ years before Ezekiel Cheever died, Benjamin was inured to the hardships and frugality of colonial life. Apprenticed to his elder brother, a printer, he released himself by running away and worked as a printer in the growing city of Philadelphia. Especially broadminded was he in education, and in 1743 drew up proposals for a new secondary school. Eventually he published a pamphlet entitled "Proposals Relating to the Education of Youth in Pennsylvania", which was distributed to selected families free of charge with an invitation to subscribe to the new school. More than 5,000 pounds was subscribed, 24 trustees selected, and Franklin and Mr. Francis, the attorney general, selected to draw a constitution for the school in 1749. "Instruction in the Publick Academy in the city of Philadelphia began in 1751 with its three departments, the Latin school, the English school, and the mathematical school." This school was most popular and grew so rapidly that in 1779 its charter was revoked and a new charter for it issued under which the University of Pennsylvania has developed. From this school the academy movement in Massachusetts and other States began. So Benjamin Franklin, who was never a schoolmaster, was the second great leader in secondary education.

Tennent and Jefferson

William Tennent was another of the greatest eighteenth century teachers. He founded and was the principal for several years of the Log College, the predecessor of Princeton University. He is reported to have had almost as much facility in Latin as he had in his mother tongue, and his attainments in science were said to be hardly less than his linguistic abilities. He drew a large number of brilliant young men to his school and sent them out on fire with zeal for education.

We cannot go into the southern group of colonies or States without a pause for the work of Thomas Jefferson "Father of the University of Virginia", as the epitaph on his monument, written by himself, declares. As early as 1739, Jefferson introduced into the Assembly of Virginia a measure calling for a school system to meet the needs of all children. Secondary education was provided for in an organization of three or more counties which were to cooperate. At the head of the system was to be the university. This measure did not pass the legislature, but Jefferson spent his last years working for its passage.

Abbot and Adams

We are now well into the academy period and there are some teachers in its early days that may not be overlooked. There was the second principal at Phillips Exeter Academy, Dr. Benjamin Abbot.

The "science of boys" was well known to him. Dr. Abbot withdrew from the principalship of the academy in 1838, after 50 years' service, and the jubilee was attended by many eminent pupils of the school. Daniel Webster himself presided at this celebration and presented Dr. Abbot with a magnificent silver vase.

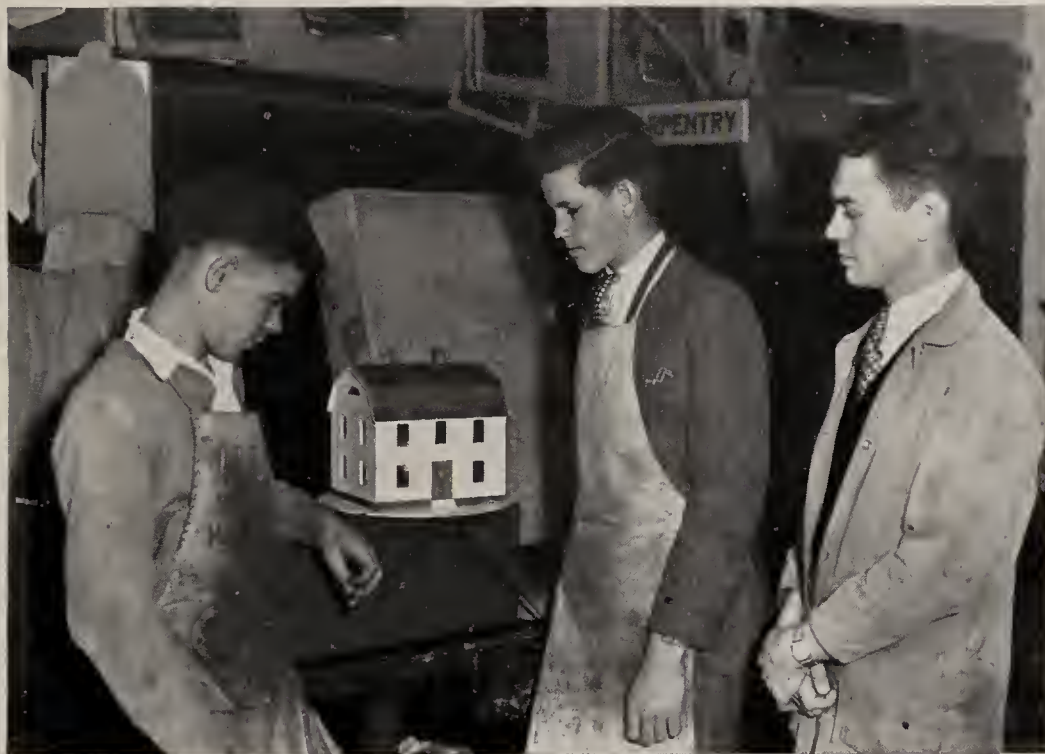
Another eminent man was the principal of Phillips Andover Academy from 1810 to 1833, Dr. John Adams. He came to the principalship at the age of 38. There were 23 boys in the academy at the time, and by 1817 it had increased to 100. Three assistants were added to the faculty. Dr. Abbot was said to have admitted 1,119 boys, of whom one-fifth became ministers.

Hollowell, Eliot, and Inglis

Outstanding in the academy period were two schools in Alexandria, Va. Benjamin Hollowell, born in Montgomery County, Pa., August 1799, was owner and principal of one of these schools for 35 years. In 1830 Hollowell's school had students from 14 States and Territories, South America, Cuba, and England. Although interested in the Civil War, for he had been an instructor of Robert E. Lee, Hollowell rejoiced at the news of Gettysburg, for his sympathies were with the northern army. He stands as an outstanding example in the South, for it was not until after the Civil War had closed several years that the high school began to develop here.

Problems of curriculum and relation to the college of the secondary school faced the Committee of Ten in the 1890's. Charles William Eliot, president of Harvard University, must be regarded as the leader who came to the front. Reorganization was in the air. The Committee of Ten recommended in its report not only the newer subjects to the curriculum, but reduced the time given to some subjects, and recognized the secondary school subjects as properly beginning earlier in the grades.

The person who is recognized as a leader of secondary education in this period is Alexander James Inglis, a teacher in high school and college and author of the outstanding book on the high school at this time. He spent a year in Rome and then taught Latin at Horace Mann School in New York for about 8 years, preparing three textbooks during this period. Inglis made many educational surveys and wrote the book on Principles of Secondary Education. He was instrumental in doing much of the hard work on the Cardinal Principles of Secondary Education. He died in 1924, active in his field to the day of his death.



Donald Smith and Jack Allison, vocational art students at Bethesda-Chevy Chase High School, Chevy Chase, Md., and their instructor, R. H. Best, made the model of the Boston Latin School, shown above, for an Office of Education exhibit.

Since Last We Met

[Continued from page 217]

Announcements of far-reaching significance were made at the meeting of the American Council on Education May 4 and 5: Creation of an American films institute to facilitate and promote distribution, production, and use of motion pictures for educational purposes; launching of a project for study of the youth problem and for demonstration; cooperation with the National Resources Board on a plan for study and development of our human resources; and other important subjects, which are covered in detail in Director George F. Zook's report. More than 200 educational leaders attended the banquet in honor of Dr. Charles R. Mann, director emeritus of the American Council on Education.



Liquidation of the N. R. A. affects education by lifting the ban on child labor. Status of the national apprentice program is obscure.

Indian Education



MISS Dorothy Dunn, of the Department of Painting and Design, of the Santa Fe School, has been carrying on a number of projects in the correlation of academic subjects with art work. Under her guidance a group of art students decorated their science room with earth color murals.

The school paper furnished another opportunity for the art groups to cooperate. The cover is decorated with a different line cut each month and the news is generously illustrated with drawings and designs. Journalism and art groups work together in an effort to produce original treatment of the special numbers. "A Health Number", writes Miss Dunn, "resulted in a veritable epidemic of fantastic and beautiful germs in the art class, while a spring number brought out countless clever birds, reptiles, insects, leaves, and flowers."

Indian settings for Indian plays, posters pertaining to Indian health problems, and the many recreational and social activities, according to Miss Dunn, keep the poster makers, card and menu designers, and festival decorators busy.

Horace Lorenzo, aged 13, of the Oraibi Day School, Oraibi, Ariz., wrote the following composition on "How to Build a

Hopi House": When we want to build a Hopi house we first hunt a hard rock. When we find it we make it into good rock. Then we bring it to where we want to build the house. We mix some sand and add some adobe and put in some water. Then we start building the house. When

we are finished with the house we start to make a roof. We get some logs and put them over the house. Then we go and cut some bushes or grass and put it over the logs. Then we cover it with sand or adobe where it is cracked. The women or men cover it with mud. Then it is finished.

The Colleges



UNIVERSITY of Kansas.—The Kansas Newspaper Hall of Fame, instituted in 1931 by a vote of veteran editors of the State, has added the name of William Yost Morgan, whose portrait will be added to the collection of 10 predecessors on the walls of the news room of the University Daily Kansan.

Ohio State University.—The first club of its kind in the United States has been established at Ohio State University—an organization for *women* students of veterinary medicine.

Teachers College, Columbia University.—The keynote of the 1935 summer session, which opens its thirty-sixth season on Monday, July 8, and continues through August 16, will emphasize social, political, and economic problems and their bearing on education. Particular attention of directors of personnel, deans of men and of women, advisers and counselors is called to the opportunity afforded to those interested in the challenging and rapidly developing field of student personnel work. Approximately 10,000 teachers and students of education are expected to attend classes at Columbia University this summer.

Massachusetts State College.—Figures recently revealed by the president's office show that 70 percent of the fathers of the present freshman class have not had a college education, while 35 percent did not even have the advantage of high-school training; 19 percent were college graduates. Such figures bear out the American parental tradition that sons and daughters must be given at all costs educational advantages denied the parents.

University of Iowa.—Unemployment is not among the worries of the majority of University of Iowa women physical education graduates, for only 2.9 percent of the alumnae between 1930 and 1934 are now out of jobs. Twenty-nine percent teach physical education alone, 24.6 percent handle other subjects also, and 11.7 percent are in recreational leadership. Twenty percent are married.

Reed College, Oregon.—Departing from conventional college inaugural procedure, a group of nationally known educators assembled last month to participate in an educational conference held in place of a formal inauguration of Dexter Merriam Keezer as Reed's fourth president.

University of Chicago.—Two gifts totaling \$243,000 have been granted by the Rockefeller Foundation. The larger gift of \$168,000 will assist in establishing a department of psychiatry. The second gift of \$75,000 is for support of research in the humanities.

Harvard University.—The creation of a new Ph. D. degree in the "History of Science and Learning" was recently announced in response to a demand for teachers of the history of ideas and the history of systematized knowledge. The call for such teachers in American colleges far exceeds the supply because of the lack of specialized graduate courses of study.

Washington State College.—Men majoring in the department of forestry and range management, with agricultural applications are much in demand at the present time. Recent graduates and 3-year men who have received training in range management with basic work in forestry and soils, are filling positions in forest work and other special fields at salaries of \$1,800 to \$2,000 depending upon their qualifications. The Federal conservation program, including forest improvement, shelter-belt planting, and soil-erosion work is proving to be a good field for specially trained men.

University of Washington, Seattle.—A 5-year curriculum in government service will be offered next fall—the first course of its kind in the West and what is thought by campus officials to be the most complete to be found anywhere.

New York University.—A two-session course in Natural History will be given and sponsored by the American Museum of Natural History and the Garden Clubs of Long Island; the first session to be

held July 8-20, and the second session July 22-August 3.

Union College (New York).—After a 3-year suspension, graduate studies will be resumed next September but with an entirely new objective. Only two or three

“apprentice scholar” type of students will be admitted into any one field of graduate work leading to master of science degree in biology, chemistry, geology, mathematics, or physics.

WALTER J. GREENLEAF

Schools Report

[Continued from page 227]

There are 65 separate duties and responsibilities common to the administration of a high school, as reported by a survey of the Indianapolis high schools.—The Public School News, Indianapolis, Ind. April 19, 1935.



Electrifying Education

A RECENT survey conducted by the Office of Education indicates that at least 75 radio stations in the United States broadcast local radio programs for schools.

The International Cinema League (11 West Forty-second Street, New York City) is a nonprofit agency established to facilitate the use of foreign films for educational purposes.

The Visual Instruction Section of the National Park Service, United States Department of the Interior, has prepared a teacher's guide for the use of the National Park Service motion pictures. Free copies may be obtained from the National Park Service.

The State Teachers College at Greeley, Colo., offers courses in film study and appreciation in which students are given credit for the study of certain historical films and those dealing with the classics.

The Ohio General Assembly, without a dissenting vote, recently passed a bill giving one-half of the net revenue derived from State film censorship for a State-owned collection of visual aids. Further information regarding this law may be obtained from Mr. B. A. Aughinbaugh, Director of Visual Instruction, State Department of Education, Columbus, Ohio.

For the past 2 years Mrs. Hortense B. Simpson, a patient in Arroyo Sanatorium at Livermore, Calif., has been conducting courses in English, shorthand, algebra and United States history over a centralized radio-sound system for other patients, many of whom are bedridden. The students listen to lectures by means of headphones and later Mrs. Simpson corrects their papers and gives them individual guidance and assistance.

Dr. Tracy F. Tyler, Secretary of the National Committee on Education by Radio, has prepared a mimeographed study entitled “Radio Broadcasting Activities of State Departments of Education.” Interested teachers may receive free copies by addressing Doctor Tyler at 1201 Sixteenth Street NW., Washington, D. C.

The Motion Picture Division of the Bureau of Foreign and Domestic Commerce issues a bi-weekly bulletin entitled “Motion Pictures Abroad” which contains much interesting information regarding film activities in foreign countries.

A group of educational and civic bodies in the Chicago area has combined to form a society for the improvement of children's radio programs. For the past 2 years they have been studying children's programs and have recently issued a report entitled “One Thousand Listening Parents Discover Fine Radio Programs for Their Children.” Free copies of this report may be obtained from Supt. Carleton Washburne, Winnetka Public Schools, Winnetka, Ill.

The American University, Washington, D. C., has developed a radio work shop under the direction of Alice Keith, formerly broadcasting director of the American School of the Air. Students learn to write radio speeches, interviews, and plays, and to arrange musical programs. Miss Keith is teaching a class in script writing at the Hester Beall Studios in Stoneleigh Courts, and directing a series of musical and dramatic programs for the community centers of Washington, D. C., public schools, in which the Nathaniel Dett Choral Society, the Shakespeare Guild, the Esperanto League, and other groups have participated.

CLINE M. KOON

The State Board of Education of Idaho has issued for administrators, supervisors, and teachers a bulletin on administration and supervision of junior and senior high schools. Among the topics included are personnel, financial administration, standards and requirements, school buildings, and supervisory duties.

W. S. DEFFENBAUGH

Measurement Today

ADMINISTRATORS and counselors interested in the predictive value of intelligence test results on entering freshmen in high school should read what the experience has been at the West Newton Public Schools in Pennsylvania over a period of years, as reported in the Journal of Educational Research, April 1935, by Claude Mitchell.

H. D. Rinsland of the University of Oklahoma has issued a revised edition of his Manual for Constructing Objective Tests and Improving Grades in Elementary and High School Subjects. It contains a wealth of material on the construction of objective test items. It is published by John S. Swift & Co., St. Louis, Mo.

Pupil personnel and adjustment is being made the object of a cooperative study now being launched in different parts of the country under the general direction of a representative group of educators. The project involves the testing and rating of pupils and relating these results to other environmental factors. Paul L. Boynton of Peabody College is chairman of the advisory group and G. T. Rugland of Minneapolis is the executive secretary.

DAVID SEGEL

New Government Aids For Teachers

Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance [check or money order] at time of ordering.

Films

THE Tennessee Valley Authority has recently completed a 5-reel, 35-mm sound motion picture entitled "A National Valley." The film depicts the purpose and scope of activities from President Roosevelt's statement asking Congress to create the T. V. A. to the present time. This film is available for free showings by responsible agencies upon the payment of transportation charges. Interested persons should write to Mr. W. L. Sturdevant, Director of Information, T. V. A., Knoxville, Tenn.

Forests and Men.—1 reel, sound. Size, both 16 and 35 mm.

Shows the work of the Civilian Conservation Corps—the enrollment of the men, their arrival at the Army's conditioning camps, and their transportation to the forest camps where the work of fighting forest fires, building bridges, and repairing damage caused by erosion and destructive rodents is carried on.

Available for loan upon application to the Division of Motion Pictures. Extension Service, Department of Agriculture. The borrower must pay the transportation costs.

Publications

Potential Earning Power of Southern Mountaineer Handicraft. 56 p. (Women's Bureau, Bulletin No. 128.) 10 cents.

An economic analysis of handicraft as it exists today in the Southern Appalachian Mountain region. There is a marked tendency at the present time to encourage handicraft as a means of livelihood for rural people or as a supplement to farm income. (Industrial education; Manual arts.)

The Homing Instinct and Age at Maturity of Pink Salmon. 39 p., illus. (Bureau of Fisheries, Bulletin No. 15.) 3 cents.

Work of marking pink salmon fry; interpretation of results of marking experiments; pink salmon marking experiment in British Columbia. (Nature study.)

Wind-Fuselage Interference, Tail Buffet-ing, and Air Flow About the Tail of a Low-Wing Monoplane. 21 p., illus. (Report No. 482.) 10 cents.

The Curry District, Alaska. pp. 99-140 of Mineral Resources of Alaska, 1932; and Notes on the Geology of the Alaska Peninsula and Aleutian Islands. pp. 141-153



Wilson Dam at Muscle Shoals, T.V.A.
[See film reference]

of Mineral Resources of Alaska, 1932. (Geological Survey, Bulletins 857-C and 857-D.) 10 cents and 5 cents, respectively.

Food for Future Citizens. 9 p., mimeog. (Consumers' Counsel, Agricultural Adjustment Administration.) Free.

Radio interview between Dr. Fred C. Howe, Consumers' Counsel of the A.A.A., and Mrs. Josephine Junkin Doggett, director of research, General Federation of Women's Clubs, on the subject "Undernourished School Children." (Home economics; Health education.)

Growth and the Economic Depression. 16 p., charts. (Treasury Department, Public Health Service, Reprint No. 1599 from Public Health Reports.) 5 cents.

Results of a study made in Hagerstown, Md., of the weight of elementary school children in 1921-27 and again in 1933. (Public Health; Health education; Sociology.)

United States Statutes Concerning the Registration of Trade Marks with the Rules of the Patent Office Relating Thereto. 43 p., illus. (Department of Commerce, United States Patent Office.) 10 cents.

Rules governing the registration of trade marks under the trade-mark acts. Tells how one may register a trade mark; what may be registered as a trade mark, etc. Various forms to be used in applying for registration of trade marks. (Commercial law; civics.)

The following illustrated publications are available from the *Pan American Union, Washington, D. C.*:

American Nation Series.—Nicaragua, No. 14; Paraguay, No. 16. 5 cents each.

Commodities of Commerce Series.—Nitrate Fields of Chile, No. 11. 5 cents.

Seeing the Latin Republics of North America—Cuba, Mexico, Salvador, Nicaragua, Haiti, Panama, Honduras, Guatemala, Costa Rica, Dominican Republic. 25 cents.

Passports, funds, clothing, hotels, baggage, tours, and cruises are some of the topics discussed. Well illustrated. (Geography; History; Recreation.)

Report of the Federal Aviation Commission, January 1935. 254 p. (74th Congress, 1st Session, Senate Document No. 15.) 20 cents.

Contains recommendations of a broad policy covering all phases of aviation and the relation of the United States thereto. Problems of national defense, of procurement policies, and of the extension of air transport services are among the topics discussed. (Aviation mechanics; Curriculum making; Civics.)

Mental Patients in State Hospitals, 1931 and 1932. 62 p. (Department of Commerce, Bureau of the Census.) 10 cents.

Statistics concerning the classification of mental patients by particular type of mental disease which shows the relative importance of the various types of mental diseases and also affords some indication of the prevalence of mental disorders, and of the underlying biological and sociological conditions of which mental conditions are the outgrowth. (Special education; Psychology; Sociology.)

A Study of the Raw Cotton and the Yarn and Sheet Manufacturing from Three Grades of American Upland Cotton. 70 p., illus., charts. (Department of Agriculture, Technical Bulletin No. 406.) 10 cents.

Properties of raw cottons, their behaviors during subjection to the manufacturing processes, and the quality of their yarns and fabrics; also the reactions of the finished products when subjected to service, laundering, and ironing. (Home economics; Agriculture.)

Annual Report of the Governor of Hawaii to the Secretary of the Interior for the Fiscal Year Ended June 30, 1933. 51 p. (Department of the Interior.) 5 cents.

Topics discussed: Public instruction in Hawaii; the Library of Hawaii; public archives; unemployment and relief; and Islands of Molokai, Hawaii, and Oahu. (Geography; Civics.)

MARGARET F. RYAN

The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries

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National Survey of the Education of Teachers

Upon authorization of Congress, and under direction of the United States Commissioner of Education, the Federal Office of Education conducted a 3-year investigation of teacher education in the United States. Final reports now in press or off the press contain data collected from more than 1,000 teacher preparation or other institutions of higher learning, nearly one-fourth of the college staff members in the country, and from approximately half of the public-school teachers in the United States. Names, number of pages, and other facts concerning the final report volumes are indicated below:

Vol. I

SELECTED BIBLIOGRAPHY ON THE EDUCATION OF TEACHERS, 118 pages. *Price 15 cents.* (1,297 selected and annotated references, indexed by authors and subjects.)

Vol. II

TEACHER PERSONNEL IN THE UNITED STATES, 225 pages. *Price 25 cents.* (Teacher personnel in public schools of the United States, Student personnel-prospective teachers, and Staff personnel of higher educational institutions.)

Vol. III

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